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ABSTRACT

In 1980, a study was conducted to determine the current status of word processing (WP) in Illinois in order to suggest ways to improve curricula in Illinois postsecondary schools. The study involved: (1) soliciting and evaluating WP textbooks and course materials from 9 textbook publishers; (2) requesting information from 14 WP manufacturers and distributors regarding types of equipment suitable for classroom use, costs, and service; (3) surveying 76 firms employing Robert Morris College's (RMC's) secretarial certificate program graduates to request information on the company, its WP equipment, and its WP training programs and current and projected training needs; and (4) surveying business instructors at 89 postsecondary institutions in Illinois to gather information about equipment, programs, attitudes, and objectives related to WP training. Study findings, based on usable responses from 41 employers and 38 schools, included the following: 63.4% of the firms used WP equipment and 65.3% preferred that employees have previous WP training; 77% of the firms anticipated an expansion of the WP industry during the next 5 years; 68.4% of the schools indicated that they offered some WP training and 60.5% used WP equipment; and only 42% of the schools planned to update their present WP curriculum. The study report includes a synthesis of the materials solicited from WP manufacturers, a review of WP texts and instructional materials, and the survey instruments. (Author/DAB)

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THE CURRENT STATUS OF WORD PROCESSING IN ILLINOIS AND ITS IMPLICATIONS FOR POSTSECONDARY TRAINING

A Study

Presented to

Dr. Lewis E. Wall

Western Illinois University

In Partial Fulfillment

of Business Education 541 and 543

by

Sandra S. Walker

December 1980

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THE CURRENT STATUS OF WORD PROCESSING IN ILLINOIS AND ITS IMPLICATIONS FOR POSTSECONDARY TRAINING

Abstract

The purpose and statement of the problem (combined) of this status study were to determine the current status of word processing by acquiring information (in some cases, by letters and questionnaires) from selected businesses and postsecondary schools in Illinois, selected manufacturers of WP equipment, and several publishers of WP classroom materials in order to offer some ideas for curricula improvement in Illinois postsecondary schools.

Major Findings and Conclusions

Over 62 percent of the businesses questioned used WP equipment and preferred that their employees have some previous WP training. And 77 percent of these companies anticipated an expansion of the WP industry during the next 5 years. At least 60 percent of the schools indicated that they offer some training in WP and use WP equipment. But only 42 percent of the schools planned to update their present curricula. At least 50 percent of both groups preferred IBM equipment.

Recommendations

1. Constantly update curricula, including equipment and classroom materials. The trend for equipment will be toward shared-logic systems.
2. Attempt to make all teachers aware of the basic concepts of WP, even those who are not directly involved in teaching WP.
3. Train and acquaint students including the following topics: WP job atmosphere, concepts, keyboarding skills, efficient work habits and attitudes, procedures for the automated office using information networks, career paths, and language skills.

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Chapter 1

INTRODUCTION

Detailed study of all of the technological advancements of the past few decades would be overwhelming. However, teachers must be aware of some of these changes in order to keep their students abreast of current business practices.

Some of these changes, however, need more careful scrutiny than others simply by nature of their general impact on society and specific impact on business students.

Word processing is one of these advances in technology. Walter A. Kleinschrod put word processing in perspective when he said:

> When business historians look back at the 1970s, they will single out one development as pivotal in changing the ways offices are run. They are virtually certain also to credit this development--called word processing--with having a profound impact on the ways top managers would henceforth regard all office activities.[1]

What exactly is word processing? There are as many definitions of this concept as there are authors who write about it, and the concept is constantly changing as new and better methods of its implementation are tried. One of the most recent definitions by Elizabeth McKennon is: " . . . a valid and effective means of increasing productivity in

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[1]Walter A. Kleinschrod, "Word Processing: Its uses and Benefits," Word Processing World, February 1979, p. 7.

the office, improving the quality of written communication, and stabilizing or reducing administrative operating expenses."[2] (See Appendix C)

Since the mid-1960s a flood of automated office equipment has hit the market led by International Business Machines' Magnetic Tape/Selectric Typewriter (MT/ST) in 1964. Then came the Magnetic Card/Selectric Typewriter (MC/ST) in 1969. By the early 1970s there were over a dozen similar machines on the market; by early 1979 there were approximately 70 manufacturers. Despite the extraordinary growth in power equipment in recent years, the United States Department of Labor, in the late 1970s, anticipated a 30 percent increase in the need for secretarial personnel because of businesses' increased needs for information processing.[3]

Word processing is here to stay, not just a fad; and its future uses are remarkable and exciting--for some, even beyond present comprehension. But the technology is here now. As a concerned secretarial instructor and placement counselor, the writer became interested in the study of the offices of the present and of the future.

PURPOSE OF THE STUDY

The purpose of this study, then, was to acquire information from selected businesses and schools in Illinois, manufacturers, and publishers regarding word processing in order to offer some ideas for curricula improvement in Illinois postsecondary schools.

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[2]Elizabeth McKennon, "A Break with Tradition: Word Processing and the Secretarial Transformation," Journal of Business Education, 54, No. 8 (May 1979), 344.

[3]Virginia Fairweather, "A Future Look: Wizardry in the Office," Today's Secretary, April 1979, p. 7.

STATEMENT OF THE PROBLEM

The problem was to determine the current status of word processing in selected Illinois businesses and its implications for postsecondary training. In order to accomplish this the following questions were asked:

1. What were the types and sizes of the businesses selected?
2. What kinds of word processing systems were being used? Why? Were they satisfactory?
3. How was personnel training handled?
4. How did salaries of word processing secretaries and administrative secretaries compare?
5. What did businesses expect regarding the future of word processing?
6. Was word processing being offered in postsecondary schools to a large degree? How satisfactory were the offerings?
7. Did the courses utilize equipment? How was the equipment chosen? Was it satisfactory?
8. What were the general objectives of word processing curricula?
9. What equipment was feasibly available in Illinois for classroom use?
10. What classroom materials were available from publishers?

DELIMITATIONS

1. The businesses questioned in the study were employers of Robert Morris College Secretarial Certificate graduates of 1979 and retainer firms. These employers were also delimited to Illinois firms.

2. Because of the nature of the problem, definite lists of word processing skills taught were not requested from the schools surveyed. However, space was provided on the questionnaire for general objectives of word processing courses; and respondents were requested to enclose school catalogs and course syllabi.

3. Addresses of publishers of classroom word processing textbooks were obtained from (a) Word Processing and (b) The ABCA Bulletin.[7] (See Appendix A.)

4. Addresses of word processing equipment manufacturers or distributors were obtained from (a) Datapro,[4] (b) Chicago yellow pages,[5] and (c) Word Processing by Rosen and Fielden.[6] (See Appendix B.)

LIMITATIONS

1. The study was limited to the extent that the population for the data gathered from Illinois schools was from the 1979 Directory of Institutions published by the Association of Independent Colleges and Schools[8] and from the 1978 Directory of Postsecondary Schools with

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[4]"Company Directories and Profiles," Datapro Reports on Word Processing, II (Delran, New Jersey: Datapro Research Corporation, September 1980).

[5]The Red Book Chicago Yellow Pages, C--Commercial/Industrial Directory 1980, (Chicago, Illinois: The Reuben H. Donnelley Corporation, 1979), p. 1084.

[6]Arnold Rosen and Rosemary Fielden, Word Processing, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1977), pp. 337-342.

[7]Susannah Ganus, "Word Processing--Books and Periodicals," The ABCA Bulletin, 42, No. 2 (June 1979), 23-25.

[8]Directory of Institutions, (Washington, DC: The Accrediting Commission of the AICS, January 1, 1979), pp. 11-12.

Occupational Programs.[9] Therefore, it was assumed that not all Illinois schools offering word processing courses were represented.

2. By nature of the questionnaires themselves, responses were limited. However, as much space as possible was provided for additional write-in responses, comments, and explanations. In addition, questionnaires could not always properly indicate the respondents' interpretations of the questions. The questionnaires were further limited to the extent that the questions selected were, in the judgment of the writer, the most important to the study.

DEFINITIONS OF TERMS

The following terms were used throughout the study and are defined here for clarification. Additional terms will be defined in the remainder of the study when necessary. (Also see Appendix C.)

Administrative secretaries. Secretaries who provide support services to all individuals within the firm.

Cathode ray tube (CRT). A visual display (screen similar to a television screen) which displays text and/or instructional messages for the user to act upon before copy is communicated to printer, computer, and/or another CRT.

Word originators. Those who provide dictated information to be transcribed by a word processor/correspondence secretary.

Word processor/correspondence secretary. A highly skilled specialist who uses automated equipment and standardized procedures to produce written information.

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[9] E. R. Kay, Directory of Postsecondary Schools with Occupational Programs, (Washington, DC: Government Printing Office, 1978), pp. 77-91.

Chapter 2

REVIEW OF RELATED LITERATURE

Most of the literature reviewed was from articles listed in the Business Periodicals Index (April and May 1980 issues) and the 1979 Business Education Index. However, much information was also obtained from card catalogs, theses, and dissertations. In addition, data were obtained from Business Education into the Eighties, Illinois Business Education Association conferences in 1979 and 1980, and the Association of Independent Colleges and Schools' Word Processing Institute held in Chicago in 1979. The above sources are not exhaustive but, instead, represent some of the major references consulted.

The review was divided into two major areas: (1) nonresearch literature and (2) research literature. The first division was categorized into the following sub-areas: (1) word processing training, (2) classroom materials for word processing, (3) school administrative uses of word processing, (4) other business uses of word processing, (5) equipment suitable for classroom use, and (6) the future of word processing--information processing.

NONRESEARCH LITERATURE

For the purposes of this study, "nonresearch literature" referred to all literature except those theses and dissertations reviewed later in this chapter.

National Bank, Los Angeles; and (10) Community General Life Insurance, Hartford, Connecticut.

Classroom Materials for Word Processing

Analyses of some classroom textbooks and materials were made to aid the reader of this study in determining some thoughts regarding which texts to evaluate further. A letter (Appendix A) was written to publishers (as indicated in the "Delimitations" of this paper) requesting examination copies and resulting in receipt of 18 textbooks and study guides and workbooks. The list of publishers, their addresses, and the evaluation instrument are also included in Appendix A. The following summaries are arranged alphabetically by the name of the publisher.

Benjamin/Cummings Publishing Co., Inc. This publisher sent two books written by Paula B. Cecil. Word Processing in the Modern Office is an easy-to-read text with accompanying workbook designed for students interested in the secretarial science career program. The paperback is arranged according to five parts, each containing two or three chapters. Topics range from an introduction to word processing to techniques and modern equipment--now and in the future--to careers in word processing. Each chapter contains objectives and vocabulary words, review questions and case studies. Management of Word Processing Operations is more for advanced students with smaller print. Topics covered are: (1) The word processing manager's roles; (2) Feasibility studies; (3) Designing the appropriate word processing system; (4) Implementing the word processing system; and (5) Implementation. Both texts were published in 1980.

Bobbs-Merrill Educational Publishing. This company sent three books. Two were written by Jennie Mason; the other, by Kleinschrod,

Kruk, and Turner. Introduction to Word Processing by Jennie Mason is a 1979 paperback book in an attractive, easy-to-read format. Though it has few pictures, the book does have many graphs, exercises, discussion topics, and projects. There are also vocabulary lists in every chapter. Mason also wrote Word Processing Skills & Simulations, which was also published in 1979. This text/workbook would be a good choice for a school with few or no electronic typewriters. Its four sections are: (1) Written language skills; (2) Originator's tasks and check point exercises; (3) Simulations of office experience; and (4) Role play. Word Processing: Operations, Applications, and Administration was written by Walter Kleinschrod, Leonard B. Kruk, and Hilda Turner. This large hard-bound 1980 text acquaints the reader well with the concept of word processing throughout its 14 chapters. This book also features pictures, examples, discussion questions, management problems and case studies, and study outlines.

Harcourt Brace Jovanovich, Inc. Helen M. McCabe and Estelle L. Popham jointly wrote Word Processing A Systems Approach to the Office and had it published in 1977. Though written by well-known and prominent authors, this book is outdated for the current and future state of the art. Its nine chapters contain several examples but few pictures or graphs and no questions or problem-solving activities. The book does conclude with a complete glossary.

Harper and Row, Publishers. Shirley A. Waterhouse authored this 1979 text called Word Processing Fundamentals. The book is divided into three main parts: (1) Introduction; (2) Equipment; and (3) Procedures. The ten chapters feature review questions, case studies, graphics, and examples. As mentioned earlier, Waterhouse is currently

an instructor at Daytona Beach Community College. A special feature of this book is the summary of important points in each chapter to aid student review procedures.

John Wiley & Sons, Inc. Publishers. Marly Bergerud and Jean Gonzalez wrote Word Processing: Concepts and Careers, which was published in 1978. This textbook is filled with easy-to-understand illustrations and pictures and examples to enhance the reading material. Each of the chapters is somewhat lengthy but interesting. Every chapter also contains study guides, objective quizzes, and a variety of vocabulary words compiled into a glossary. The WP Book by Rita Kutie and Virginia Huffman is an up-to-date supplementary resource book, which contains easy-to-read definitions and examples of word-processing related concepts. This 1980 spiral-bound paperback should be on every word processing instructor's shelf.

McGraw-Hill Book Company. This well-known business education publisher sent one book by Bettie Hampton Ellis entitled Word Processing Concepts and Applications. This 1980 addition to the McGraw-Hill collection is designed for use in a high school program or as an introductory aid for teaching word processing integrated into another course. Its development and content, therefore, are quite flexible. It can be used with or without wp equipment. This publication is contained as a packet of simulation materials and features questions, activities, self-checks, illustrations, projects, and clear explanations of reading material. The school prices are tentative: $5.43 (packet); $35.00 (set of three cassettes); and $3.20 (teacher's manual and key).

Office Publications, Inc. Gilbert J. Konkel and Phyllis J. Peck published The Word Processing Explosion in 1976. This management

reference book is a small soft-bound guide for those considering a wp system. The development of its content is sequential, but the content touches only the surface of the present concepts. The book, however, does provide clear explanations and questions and illustrations; but it has no activities for the student of word processing. Also missing are vocabulary lists, workbook materials, and an index. The book sells for $7.50.

South-Western Publishing Company. Though several books published by this company were reviewed, only two directly related books are evaluated here. Mona Casady's Word Processing Concepts is a soft-bound 1980 text designed to be used as an aid to simulation class or to a word processing segment of an existing class. The book contains working materials, complete table of contents and index, and several illustrations and problem-solving activities. In addition, no hardware is necessary in order to reap full benefit from this flexibly organized book written by a Ph.D. and Associate Professor at Southwest Missouri State University. The book sells for $3.84. Machine Transcription Word Processing by William R. Pasewark is a 1979 paperback. It is designed to be used as a preview/reading aid to a set of 12 cassettes to be transcribed by the student. Therefore, its organization is quite adaptable to course objectives. It contains questions, spelling/vocabulary/English helpers, illustrations, tips to the students, and a table of contents and appendixes. This large book by the chairman of the Business Education Program at Texas Tech University sells for $4.20 (school price). The cassettes, $105.

Western Tape. Comprehensive Word Processing by Gary N. McLean and Leslie Froiland is a 1974 guide to punctuation, grammar, and so on, related to the concepts of word processing. The terminology is outdated.

This text accompanies a set of cassettes to be transcribed. In addition to English skills, it also asks good review questions, provides activities and explanations, and is quite adaptable to various courses. This packet also has a set of tests written by Arthur J. Capriotti. These tests are also on tape and progress in difficulty with the textbook. The cost of the text was not available, but the set of cassettes for the tests is $59.50. A transcript is $7.70. Several other interesting books are available from Western Tape. Most are coupled with cassette transcription units.

School Administrative Uses of Word Processing

Three cases were reviewed in which schools possessing word processing equipment used it for administrative purposes. These schools were Central Michigan University; Carleston College, Northfield, Minnesota; and Bowman Gray School of Medicine of Wake Forest University, Winston-Salem, North Carolina.

Central Michigan University. Gary Haight in Management World[27] reported on the establishment of a wp system in one department of CMU. Its implementation was not easy as there was initial resentment to the system because of the removal of individual secretaries' typewriters were brought back into some offices and classes were given to acquaint the staff with the word processing center, which serves 70 people and has four typewriters, one supervisor, and several Dictaphone console operators. Other equipment in use includes Burroughs' Redactors

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[27] Gary M. Haight, "WP Goes to College," Management World, November 1979, pp. 12-18.

interfaced with General Telephone Electronics' extension telephones. Now the entire system appears to be functioning smoothly.

Carleston College. This small Midwestern college utilizes CPT equipment interfaced with a computer and three printers to produce high-quality letters (one every two minutes for a total of 100-500 letters a day) on a 24-hour basis.[28] The system is used primarily for the admissions and development departments, but the school is beginning to use it for classroom teaching; newsletters; and school directories. In addition, various academic departments are using the equipment for repetitive typing chores.

Bowman Gray School of Medicine. Also reported in The Office, this school houses a 16- by 40-foot word processing center with eight employees.[29] The staff aids doctors, faculty, and admissions personnel in producing medical journal articles and 20,000 admissions letters each year. The Center serves 12 academic departments and utilizes several decentralized terminals in other locations throughout the school. Robertson pointed out that "originators . . . see secretaries as technicians, not typists. . . . Word processing is not a threat to secretarial jobs. It is the way to a rewarding career as a secretary."[30]

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[28]"Word Processors Help Midwest College Attract Top Students, Speed Fund-Raising Efforts," The Office, November 1979, p. 83.

[29]Jane M. Robertson, "Versatility is Key to Medical School's Word Processing," The Office, November 1979, p. 134.

[30]Robertson, pp. 135, 152.

Other Business Uses

General Electric Company of Hickory, North Carolina, conducted a survey of its staff to determine what was needed to make the office more efficient. Linda McIntosh reported the bindings in The Office:[31]

1. Secretaries should devote more time to administrative duties rather than to routine typing chores.

2. Originators and secretaries should find a convenient way of getting ideas transformed into hard copy. (GE found belt-type and shorthand dictation inconvenient and time consuming.)

3. A system designed to help GE would require a fast turnaround time for small revisions of typed documents.

As a result, IBM 6:5 system was installed with Mag Card/A and 6/450 Scope typewriters.

The U.S. Marine Corps Logistics Base of Albany, Georgia, installed Lanier electronic typewriters to solve some staff shortage problems.[32] The pilot program included training for originators as well as correspondence secretaries. After a time, the pilot base office was averaging 44,000 lines a month, 75 percent of which were inputted via taped dictation. The system was then expanded to other offices on the base, all interfaced with a central dictation system with outside-call capability.

The article reported a 75 percent improvement in productivity. User or typist errors were down 5 percent in four months.

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[31]Linda McIntosh, "Word Processing: How to Put the Concept into the Right Perspective," The Office, October 1979, p. 96.

[32]"The Marine Corps has its WP System Well in Hand," The Office, Nov. 1979, p. 36.

Equipment Suitable for Classroom Use

Several manufacturers and distributors of word processing equipment received letters from the writer (Appendix B) requesting information about their equipment suitable for classroom adoption.

From the responses received (including brochures, letters, and phone calls) a few word processing units were selected for inclusion in this review. This selection was made primarily on the basis of location of sales and service offices. (See Tables 1 and 2, pages 29-30, 35.)

Word Processing equipment can be categorized as follows:

1. Hard copy standalone systems (also called non-display)
2. Visual display standalone systems (with a CRT)
3. Shared-logic systems

Hard copy standalone systems. These systems utilize magnetic tape or card units and electronic typewriters and are ideal for repetitive typing in small-to-medium-size offices and in introductory word processing courses on a low budget. Prices range from $5,000 to $10,000. In addition, these machines are easily installed and independently operated. They have little software, little flexibility, and a longer training time than some other systems. They are well suited to users who edit and change letters and reports very little. They are not adaptable to growing and changing user needs, advanced editing, communication with other systems or locations, or data processing needs. (See Table 1, pages 29-30.)

One of these systems is the A.B. Dick Magna I/II System, which was rated in Datapro as number 1 in the non-display category (7.8/10.0).[33] The Magna I is approximately $5,533.50 each (in one- to four-unit packages)

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[33]"User Ratings," Datapro, WP11-045-101, 102.

down to $5,057.50 each (for eleven or more units). Prices were effective through September 30, 1980. The Magna I is a magnetic-card electronic typewriter, which prints at 500 words a minute using a print wheel. A full-page letter can be typed in 45 seconds. Turn out 36 letters in one hour using the Magna I. The Magna I also features automatic format adjustment, automatic left and right margins, automatic tabs, 8,000-character memory, compatibility with IBM systems, 10 or 12 pitch, right-margin justification, and more. Options include communications via telephone with other Magna I's, word processors, and computers. The Magna even has math option for simple calculator capability and can be converted to a Magna II in less than two hours in the office.

The Magna II features a 32-character display window and variable pitch in 1/60-inch increments between the 10- and 12-pitch modes. This allows for shadowing or emphasis. Of course, the Magna II has all of the Magna I features plus the above-listed ones. Its cost is approximately $6,696 for one through four units down to $6,186.96 for eleven or more units.

The IBM Electronic Typewriter 75 incorporates all of the features of the older 50 and 60 models including automatic centering, full-line error correction, electronic tabs and margins, carrier return, and format and phrase storage. The 75 features 7,500 characters of internal storage for ($1,867.50) with insert and delete capabilities within the system's memory. The system may be enhanced to provide an additional 8,000 characters of storage ($2,070.00). This typewriter prints at 15.5 characters a second in 10 or 12 pitch in 25 different type styles. It utilizes a lighted-margin scale, semi-automatic paper insertion, 25 percent larger keys, sound hood, and end-of-page indicator. This machine is competitive with the Qyx Level One Plus Intelligent Typewriter.

The IBM Memory 100 Typewriter has all the features of the 75 plus alignment of columnar data, line endings, stored lists of data, prerecorded standard formats, a standard 4000-character memory or 100 pages, plus stored form letters to be personalized. It also has optional reverse index, pin-feed platen, roll paper holder, and a security lock key. Its cost is $4,500; the monthly lease cost is $198; monthly rental, $225. All IBM prices were effective until September 27, 1980.

Qyx Intelligent Typewriters are produced by Exxon Information Systems and are offered in five levels providing from 1000 characters of memory (Level 1) to a dual-diskette text editor, which houses removable 30-page diskettes. The system features advanced editing and document manipulation (in Level 5) with a 24-character LED window display in Levels 1+ through 5. The communications option is also available in Levels 1+ through 5. This makes telephone transmission of data possible at a speed of one page every 20 seconds. The printout is 30 cps using a daisy wheel printer. Prices were effective August 27, 1980, and ranged from $1,551 (Level 1) to $7,285 (level 5). The display option was an additional $799 and communications option (to another Qyx) cost $658. To a Vydec or a TTY, communications hardware cost $1,128. Maintenance contracts are also extra.

Visual display standalone systems. This system usually is in a configuration of one or two work stations. It utilizes diskette storage and quality impact printing. It is best suited to offices with greater editing requirements. Prices range from about $10,000 to $25,000. It is also easily installed, independently operated in multiple and/or remote locations, requires little training time; some are adapted quite easily using a variety of software. This system is not usually suited to

change and growth or to data-processing applications. Some systems can be connected to other systems, though, via communications options.

The AMtext 425, manufactured by AM International, Inc., is part of a very flexible line of AM word processors. It entered the CRT word processing market in August 1977 priced at $14,500 (June 1979). It features the following: 56-line non-page-bound system display; automatic pagination; global search and replacement; automatic word division and justification; automatic headers and footnotes; and background printing.

This dual-diskette memory-based system also has an optional communication peripheral, and AM plans to incorporate Optical Character Reader (OCR) compatibility soon.

The AM/Jacquard System J500 Video-Computer entered the market in June 1978. This system is a minicomputer-based system with word and data processing systems running concurrently. The J500 has a 1920-character display, dual-diskette storage, and daisy wheel printing. The J500 also rated very high in the Datapro survey of users. With a CPU, display terminal, dual-diskette drives, printer controller, and communications, the cost is from $9,200 to $11,600, depending upon the amount of memory capacity selected. These prices were effective in February 1979.

The Archives Business System offers a desk-top computer with various data-processing and word-processing programs in a variety of computer languages. This system is designed for a small business or a single department in a large corporation. It has a 64K memory, 372K bytes per disk drive (storage), a 12-inch green display screen with 25 lines by 80 characters and includes eight degrees of brightness. The

"WordStar" word-processing software program includes CRT prompters, basic text-editing capabilities in various typestyles and multiple languages and includes justification on a background printer. The price is $6,500 for the computer, display, CPU, microprocessor keyboard, and one printer. The "WordStar" package is $495. A mail-merge package is $160 and allows for consecutive form-letter printing and addressing of letters, envelopes, or labels. Prices were effective September 19, 1980.

Compucorp's Omega One recently appeared on the scene utilizing modular and upgradable word processing equipment. This standalone features selective customer mailing capability, columnar typing, document assembly, forms creation and fill-in, half-page video display, background printing on a high-speed, high-quality daisy wheel at 25 cps in 10, 12, or 15 pitch, and removable 76,000-character diskette storage.

Optional features include a diskette drive for up to 307,000 additional characters of storage, a full-page 4800-character display screen, high-speed printers, data processing software programs (plus many other programs), communications options, and a black-on-white (or vice versa) CRT display. In July 1980 the cost of the basic keyboard, CPU, half-page screen, single-diskette drive, and a 25 cps printer was $7,950.

IBM Displaywriter System is another recent development. Some of its most impressive features include spelling verification of up to 50,500 words, optional communications via telephone lines to compatible equipment, and a 25-line display with prompters to guide the typist.

Its keyboard and CRT unit are movable (tilting and swiveling) and has an optional palm rest. The Displaywriter is modular in design

to grow with user needs. The intelligence for this standalone system is housed in an upgradable electronics module under the CRT.

The user has a choice of a single- or dual-diskette storage and three printers utilizing background printing: Selectric element Printer prints 15.5 characters per second in a wide variety of type-styles. The Printwheel Printers operate at either 40 or 60 cps in 10 pitch only. Ribbons for all printers come in easy-to-insert cartridges. All printers also print bi-directionally and either proportionately or in 10 or 12 pitch. Printer sharing and background printing enable three work stations to utilize just one printer. Printers also use automatic paper-handling trays or continuous tractor feeders for versatility and ease.

The system can also be outfitted with a 50-mag-card unit for additional storage.

Pre-programmed diskettes are inserted into the CPU. One of these is a program to diagnose possible malfunctions. The communications program features interface with the IBM 3845 Data Encryption Device to assure privacy. A security key lock option also restricts access.

Training includes a pre-delivery seminar, a user manual, and CRT prompters. Four basic configurations are priced at approximately $7,800.

The 3M System 84 Information Processor was announced on May 2, 1979. It combines word processing with data entry, retrieval, and manipulation capabilities. Its hardware includes a 24-line by 80-character CRT, cable-connected keyboard, one to four diskette drives housed in a console, and a 55 cps daisy wheel printer. Up to four work stations may be clustered to share a single printer. The memory is

32K expandable to 64K. Also optional are communications, sheet feeder, mag card reader/writer, and a forms tractor feeder.

Software is available on three basic levels from basic text editing to advanced editing utilizing proportional spacing, multi-column tabulation, and arithmetic capabilities. An even more advanced software package is the data-oriented Consumer Communications System (CCS) designed for consumer affairs departments. The CCS plus Level 2 editing generates personalized form letters in response to customer complaints and inquiries. The CCS is also available with check-writing capability and utilizes a new 3M computer language, CL-6, which will eventually allow user programming.

The 84/11 (one diskette, one printer) sells for $10,095 (July 1980); with four diskettes, $13,095. Software levels cost from $300 to $6,000 (Level 1 through CCS with Level 2).

Included in the Wang Word Processing System series is the bottom-of-the-line standalone, WPS 5. This low-cost display-based system is fully compatible with all other WPS configurations. The 5 has a 16K CPU and dual-diskette drive storage and costs from $5,575.50 to $9,355.50 (June 1979).

The Wang Editing Station, identical to a WPS 5 with no printer, has a telecommunications link to other Wang equipment and is intended for use as an additional remote input station.

Shared logic systems. These types of word processing systems utilize multiple work stations sharing local/central processing, storage, and a wide range of peripherals. Mass storage and advanced editing are suitable to the large volume, multistation, multifunction user. These systems are priced above $30,000.

Table 1

Guide to Standalone Word Processors

Co./Product	Sales/Service	Type of System	Configuration	Price	Special Features/ Expansion	*CPU Mem./ Storage Capacity	Training	Printer/ Speed
AB Dick Magna I/II	11 ofcs. in Illinois	Hard; Line display--II	1-11 units	5,534-6,187	communication to **SL, IBM	8K/8K	Career/ Pak	wheel/ 500+ wam
AM/ AMtext 425	Chgo. area & Iowa	CRT	CPU, keyboard, printer	9,995	comm. to other AMs	--/512K	Self-train kit	wheel/ 660 wam
Archives Bus. Sys./ Computer	404 W 35 Davenport IA 52806	CRT	CPU, keyboard, printer	9,685	comm. to any computer	64K/1½M	Trouble disk & manual	dot matrix or spinwrite
Compucorp/ Omega One	316 N Michigan, Chgo., Illinois	CRT	½-page CRT printer kybrd. CPU	8350	comm. to other Omegas	76K/2+M	no mention	wheel 300 wam
Exxon/ Qyx I-V	Chicago & Davenport	Hard; Ln. display	unlimited	1800-7900	comm. to Exxon's Vydec	8K-120K/ 60K	no mention	wheel 360 wam
IBM/ Displaywriter	local distrib.	CRT	CPU, keyboard, printer	7800	comm. to other IBMs	160K/ 368K	seminar manual	element or wheel

Table 1 (continued)

Co./Product	Sales/Service	Type of System	Configu-ration	Price	Special Features/ Expansion	*CPU Mem./ Storage Capacity	Training	Printer/ Speed
3M/84	Davenport & sev. ofcs. in Illinois	CRT	32KCPU, kybrd., printer	$10,095	"Building Block"	64K/--	24-hr service manual	wheel 660 wam
Wang/WPS 5	Rock Island & Chicago area	CRT	16KCPU, kybrd., printer	5,900	comm. to other Wangs	48K/600K	no mention	wheel/--

*K = 1,000 units of memory
M = 1,000,000 units of memory

**See Table 2, page 35.

Shared logic systems are practical for administrative and creative writing as well as production typing. New applications can be added easily. In addition, the user has immediate access to stored documents, has high speed printing available, and has fewer training hours. This system can be easily expanded. Some advanced systems are also well suited to data processing needs. Usually the cost is lower per station as the network grows and is most cost effective with four to one hundred stations in multiple and/or remote locations. Most systems have standard communications capabilities. (See Table 2, p. 35.)

The A.B. Dick Magna SL is one of these word processing systems. In the Datapro user ratings it scored high along with its lower-ability counterparts, Magna 1 and II. It was introduced to the market in February 1979. It is configured with one to three CRT work stations, a diskette drive at each station, and one to three printers. The CPU houses the system (central) diskette and may be configured with up to three additional storage diskettes.

The display screen allows viewing of page lengths up to 103 lines and widths up to 250 characters within the system's 10,000-character-per-page limit. The displayed page also corresponds exactly to the printed page, facilitating formatting.

In addition, the keyboard has Greek/math symbols, and the screen can display normal, dimmer, or brighter images, representing three output typefaces in 10- or 12-pitch uppercase or lowercase modes.

The work stations may be located up to 200 feet from the controller, and Magna I/II typewriters can also serve as input/output stations if properly interfaced via the communications option. Output on the Magna SL daisy wheel printers is 55 cps with standard features

plus justification and background printing. Two additional printers will soon be marketed allowing 26-inch-line printing in different typestyles (with one pass).

The purchase price of the Magna SL with one CPU, a CRT work station, and one printer is $16,507.50. Each additional CRT work station is $7,440. Each additional printer is $5,580.

Using the Magna I as an output peripheral could be a better buy; however, the communications option linking the two is $1,425.

A.B. Dick offers an extensive teaching packet designed especially for classroom use. All prices were effective through September 30, 1980.

AM/Jacquard System J100 is the shared-logic version of the J500 and was announced to the public three years earlier (in 1975). The J100 supports up to 16 keystations (display terminals and/or J500 units) and offers expanded disk storage and processing capabilities. The work stations and peripherals may be located up to 1000 feet away from the host controller. The J100 is similar to the J500 in that it is also a minicomputer-based system and runs word and data processing applications concurrently. This system was rated by Datapro as Number 1 in the shared-logic category (9.1/10.0). With a CPU keystation and disk cartridge drive controller or dual diskette drives, the system costs from $14,300 to $22,000 (February 1979), depending upon the amount of memory/storage.

Four-Phase Foreword Word Processing System was introduced in June 1977. Only data processing or word processing can be performed at a single time; however, 500 to 50,000 pages of on-line storage can be held from one of these operations for later access.

The Foreword hosts up to 24 display-based stations and up to 16, 45 cps daisy wheel printers. Of course, it has a CPU and Disk Drive.

Its text editing capabilities include all of the basics plus global search and replacement, background printout, and the ability to build a virtually unlimited number of glossaries.

It can handle wide line printing (up to 160 characters) with right margin justification; and it offers software for merging name and address lists with form letters. It permits accessing libraries of stored paragraphs for easy creation or revision of documents. Four-Phase plans to offer additional features soon. As of October 1977, the 48K CPU system with four work stations, disks, and two printers costs $78,475. Twelve to forty-two month leasing is available for less than $1,500 a month. It also features system security, communications, data processing applications, and CRT prompting for ease of learning. Printing can be on continuous form at over 120 lines a minute in 10 or 12 pitch. Operator training is also available.

The IBM/General Services Division offers the 5520 Administrative System in four basic models, each with large internal fixed-disk storage; additional storage is, of course, available on removable IBM diskettes. The system is designed for document creation and distribution to local printers or remote communication devices. The system can be configured with up to 18 display stations locally attached or distributed to other IBM equipment. Up to 12 printers can also be attached to one Central Processing Unit.

The 5520 provides a variety of menus, messages, and a special "help" function at each work station to simplify text processing. In

addition, a three-level security system provides protection at both sending and receiving ends.

Printers may be ink-jet, offering five typestyles at 94 cps (920 wam), or impact at 55 cps (550 wam), in either 10 or 12 pitch or proportional spacing. Electronic mail communication became available in November 1980.

The Wang Word Processing System series is unique in that since each work station has its own microprocessor, expanding the systems from the standalone WPS 5 to the shared-logic systems or the Office Information Systems results in less down-time and more reliability. The shared-logic systems range in size from the 32K with three stations and three printers at $6,171 to the OIS 140 with 64K, up to 24 work stations and 8 additional peripherals at $28,350 (June 1979).

Datapro ratings indicated the WPS 25 as Number 2 in the shared-logic category with 9.0/10.0 The WPS 30 rated Number 3 with 8.9. The WPS 20 rated Number 5 with 8.6. The OIS 130 also received high scores.

Classroom materials and equipment. Just as textbooks must be selected, adequate equipment must be chosen as they are both necessities for an effective program. Schools must also provide a means of equipment training. So, manufacturer-furnished materials must be re-structured for classroom use and incorporated as supplemental to the class text. Other supplementary materials, of course, should be used as well, such as learning activity packets (LAPs).

The person selected as the instructor of word processing should have input into the process of equipment selection as they are the most aware as to the wp system needed to accomplish pre-set objectives of the program.

Table 2

Guide to Shared Logic Word Processors

Co./Product	Sales/Service	Type of System	Configuration	Price	Special Features/ Expansion	*CPU Mem./ Storage Capacity	Training	Printer/ Speed
AB Dick Magna SL	11 ofcs. in Illinois	CRT	CPU, keyboard, printer	$16,508	add units	10K/300K	Career/ Pak	wheel 660 wam
Fore-Phase/ ForeWord	1111 E Touhy Des Plaines IL 60018	CRT	48KCPU, 4 wrkstns., 2 printer	78,475	unlimited	480K/270M	included in price	--/540+ wam
IBM/5520	local distribution	CRT	29MCPU	depends	comm. to 370; elec. mail	--/1M	seminar manual	ink jet or impact
Wang/ WPS 20-30	Rock Island & Chicago area	CRT	32KCPU, kybrd, printer	16,600-27,100	unlimited	--/825M	no mention	wheel 2400 wam
Wang/ OIS 105-130	Rock Island & Chicago area	CRT	64KCPU, 24 stns., 8 others	9,300-22,600	unlimited	--/20M	no mention	wheel 2400 wam

*K = 1,000 units of memory
M = 1,000,000 units of memory

Too often, wp equipment selection is made on the bases of brand name or price or what other schools are using. These factors, naturally, have their places in the selection process, but they should not be the sole determinants.

In addition to the factors listed in Tables 1 and 2, the following criteria were inferred from Principles and Trends in Business Education and should be considered in selecting equipment:[34]

1. Suits objectives of the school and program.

2. Aids in training students for employment in students' geographic area.

3. Permits utilization of modern technology and methods and allows upgrading and/or expansion of the system.

4. Provides ease of preventive maintenance (through malfunction indicators or software programs/display screen warnings) in addition, of course, to a maintenance contract.

One of the items listed above was price. When funds are low, several options may be used: fund-raising projects by school organizations, local business groups, advisory councils, and civic clubs. At times, grants can be secured from the government. Some schools may opt to rent or lease equipment. Many vendors will also loan equipment to schools in hopes of a sale. If none of these ideas can be realized, at least the students should be taken on field trips to sales offices for demonstrations.

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[34]Louis C. Nanassy, Dean R. Malsbary, and Herbert A. Tonne, Principles and Trends in Business Education, (Indianapolis, Indiana: Bobbs-Merrill Educational Publishing, 1977), pp. 410-413.

The Future of Word Processing--Information Processing

What is in store for the future? General trends yielded the following total package:

1. Information retrieval of microfilmed material.

2. Interoffice memo transmittal via screens to other workstation terminals.

3. Electronic mail scanning by OCRs and transmittal to other CRTs to be read, filed, discarded, or answered--all by keyboarding.

4. Display telecommunications--computer interfaced data bases via telephone lines and digital satellite services.

5. Network system structuring with local calculator and data capability.

6. Intelligent copying.

7. Lower memory and logic costs.

8. Development of natural high-level computer speech (voice processing).

9. Photocomposition.

10. Facsimile communications and distribution via phone or satellite outputting on copiers or printers.

11. Coordination of messages and information gathering similar to conference telephone calling.

As reported in most articles regarding the future of word processing, telecommunications seems to be the most recent and most talked-about forecast of the future. This will involve word processing systems and data processing systems link-ups via telephone lines or ground transponders communicating with orbiting satellites. This set-up may occur in various combinations of wp systems, dp systems, workstation terminals,

telephones, and satellites. But, essentially, information processing will enable communication around the world or a few feet away at the stroke of a few keys and, in many cases, at the speed of light.

In fact, American Satellite Corporation already offers a service using ground facilities linked to Western Union's Westar satellite. By 1981 Xerox Telecommunications Network expects to be using a high-speed switched digital satellite. And Satellite Business Systems will soon offer an all-digital domestic subscription satellite service to aid its users in fast communications among branch offices.[35]

Many of today's shared-logic text-processing systems, which have been available for about nine years, are the initial building blocks for the future. They consist of mini-computers that provide the intelligence for CRTs, printers, and storage.

Elizabeth M. Ferrarini said:[36]

> . . . since the hardware already exists, it would be more reasonable and . . . productive to evolve gradually by accepting new concepts of office automation as they become available. To this end the "office of tomorrow" will only be one day ahead of the "office of today."

Technology Research Group reminded us in Fairweather's April 1979 article not to forget the human element, however:[37]

> The office of the future is one in which technology is used to augment human capabilities--not replace, not automate, but augment. The ultimate key to word processing is people, and skilled secretaries are essential to an efficient operation.

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[35]Arnold Rosen, "Word Processing A Natural Stepladder to the Future," The Office, January 1980, p. 137.

[36]Elizabeth M. Ferrarini, "Word Processing--Scenarios for the Future," Administrative Management, January 1979, p. 35.

[37]Fairweather, p. 9.

RESEARCH LITERATURE

Several theses and dissertations were reviewed prior to doing this study. Some of these were secured from the Western Illinois University Library and the others from the InterLibrary Loan system from Nebraska, Michigan, Ohio, Illinois, Minnesota, and Louisiana. The following represents a review of these studies arranged in alphabetic order by name of the writer.

Margaret Dixon Shearer

Shearer in her thesis recommended the following items, which are directly related to this study:[38]

1. Schools at the post-secondary level should offer students education in word processing, whether it be introductory or hands-on. Two-year post-secondary schools and business schools should provide basic skill training on at least one or two models of lower-level hard copy electronic typewriters, as well as word processing concepts and machine transcription. Data processing concepts should be included to prepare students for the future of word processing--information processing.

All students should have good skills in spelling, punctuation, grammar, typewriting accuracy, and a proper business attitude.

Businesses and educators need to come to an agreement on the definition of word processing and publicize it.

2. Educators should advise their students that there are wp jobs open but that there are not career paths leading to management positions.

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[38] Margaret Dixon Shearer, "Word Processing in the Omaha Metropolitan Area and Implications for Business Education in the Area" (unpublished thesis, University of Nebraska at Omaha, July 1978), pp. 100-102.

Sarah Karns Rohrer

In her dissertation, she agreed in part with Dixon-Shearer. She recommended the following:[39]

1. Business educators should evaluate their secretarial curricula and try to (1) incorporate at least 30 hours of word processing equipment training without de-emphasizing any other skills except possibly the competency requirement in shorthand, (2) plan a two-track curriculum for word processing equipment operation and word processing management, and (3) incorporate up-dated materials and methods in strengthening necessary aptitudes and abilities in students.

2. Construct word processing operators programs as training for highly specialized skills, but make your students aware that this experience and/or more formal education could lead to management positions.

3. Stay up-to-date with growth trends in full-time job opportunities and in equipment. Establish advisory boards so that the secretarial curricula can be adapted most efficiently to real-life work situations.

4. Colleges with business administration programs should present the word processing concept with emphasis on system integration--how wp equipment can be applied to improve total company efficiency.

5. Educators should include a competency based unit on how to dictate in Business Communication, Report Writing, Office Administration, and/or Secretarial Procedures courses.

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[39]Sarah Karns Rohrer, "Current Status of Word Processing in Businesses in a Large Industrial City with Implications for Business Education Curricula Change" (unpublished dissertation, University of Pittsburgh, 1978), pp. 111-116.

6. Emphasize transcription skills. Educators and industry should work together in order to set standards in terms of quality and words a minute.

7. Business educators and personnel managers should cooperate to review employment testing for wp operators.

8. Business educators should emphasize correct usage of English.

9. Secretarial curricula should include skill in editing and in the use of reference manuals.

10. Educators should not be misled by the correction capabilities of advanced word processors to think that they should de-emphasize accuracy in typewriting courses.

11. Encourage both male and female students to enter the wp field.

12. Inform students of possible flexible working hours in WP/CS positions--part-time, shift, overtime.

Joanne M. Kisor

In July 1978 Kisor did an occupational analysis of wp personnel to determine tasks performed and skills used in their wp centers. She also set out to determine background requirements necessary to obtain a position and a promotion within the wp system.[40]

Her conclusions and guidelines for the preparation of a word processing course of study follow:

1. Since 100 percent of the respondents said that proofreading ability is essential, that skill should be taught.

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[40]Joanne M. Kisor, "An Occupational Analysis in Word Processing as a Partial Basis for a Course of Study in a High School Business and Office Education Block Program" (unpublished master's project, University of Toledo, July 1978), pp. 19, 33-38.

2. Language and typing skills were found essential; the latter was reported as used by 100 percent of the operators and secretarial personnel surveyed. New emphasis should be placed on typing speed and correction technique as well as on the traditional typing skills. In addition to proofreading ability mentioned above, heavy and continuous emphasis should be placed on grammar, punctuation, spelling, composition, better keyboarding skills, and typing from longhand and rough draft copy.

3. Since it was found that machine transcription is used more than transcription from shorthand in the offices of Northwestern Ohio, Kisor recommended heavy emphasis on machine transcription training.

4. And since office management skills are additional requirements for advancement to supervisory positions, Kisor recommended teaching students to prepare for advancement in office procedures classes by including the following in the course outline: (1) telephone techniques, (2) human relations, (3) flowcharting, (4) supervision techniques, (5) research projects and office surveys, and (6) attitudes and personal development.

5. Students should also become familiar with how office machines are used in the business world. This can be accomplished, said Kisor, through a block program or a simulated wp center. If possible, hands-on experience should be featured.

6. Students should be taught to appreciate and understand evaluation techniques and should be evaluated regularly.

7. Students should be made aware of the advancement opportunities available to them in the word processing field.

Though Kisor's project was suited to high school levels, it can be adapted for use in the study of wp at the postsecondary level.

Linda Jo Lafferty

Lafferty's problem was to determine which skills, attitudes, and knowledges relative to word processing were included in business education curricula in selected universities, community colleges, and secondary area vocational centers in Illinois.[41]

Some of her conclusions and recommendations follow and reflect the general trend in this research review:

1. Most schools do not have wp programs but do offer introduction to word processing in other courses; most have at least one type of equipment available for student use.

2. The majority of the schools surveyed in Illinois received input from advisory groups.

3. She recommended that business education teachers keep up to date by taking courses or workshops offered at the graduate level.

4. She further said that upon completion of office occupations programs, students should possess the skills, knowledges, and attitudes needed to obtain employment in offices with an operating wp system.

Wanda L. McClintic

McClintic conducted a research project a little over two years ago whose purpose it was to develop teaching/learning modules to introduce secondary level students to the new role the secretarial student will fulfill in the office of the future.[42]

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[41]Linda Jo Lafferty, "Word Processing Instruction Included in Selected Educational Institutions in Illinois" (unpublished thesis, Illinois State University, May 1978), pp. 3, 98.

[42]Wanda L. McClintic, "Report of a Project in Which Word Processing Materials Were Developed and Field Tested" (unpublished master's project, University of Minnesota, Duluth, September 1978), pp. 10, 30-31.

The following recommendations were offered by McClintic. She mirrored some of the feelings presented by all of the preceding cited writers.

1. There is a definite need for secondary and postsecondary students to be exposed to the current office procedures as it relates to word processing. Therefore, they should be made aware of the basic concept of word processing and how it relates to the overall activities of the contemporary office.

2. Students who are preparing for a career in wp should be prepared with additional skills and knowledges so that they can take advantage of the career paths available to them.

McClintic included in the appendix section of her report several word processing modules, which she recommended by re-tested in a metropolitan area. However, since they were field tested and judged adequate, she further recommended their use in an introductory word processing course.

Merton E. Powell

This dissertation written in 1975 had the purpose of determining the impact of automated word processing on the secretarial curriculum. Information was obtained from the metropolitan Denver area. His problem was to first determine the competencies needed by new employees working in firms where a word processing system was in operation.[43]

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[43]Merton Elwood Powell, "The Modern Automated Word Processing System--Its Implications for Changes in the Curriculum for Business and Office Education" (unpublished dissertation, University of Montana, 1975), pp. 7, 142-176.

As his study was the first one (1975) of its kind reviewed, it was interesting to note that he came to some of the same conclusions that his successors did. These were:

1. Business educators should include training in word processing even if it is a minimum of concept theory, terminology, and requirements for employment.

2. Instructors should also include in their programs a greater emphasis on giving instructions orally and teaching listening skills and notetaking.

3. Both male and females should be made aware of career opportunities in word processing.

Other recommendations included:

4. Schools should change the name of the secretarial program to one that relates to automated word processing systems. High school programs should be articulated with college programs to provide concepts ranging from introduction to word processing to advanced word processing management courses.

5. Whereas shorthand, bookkeeping, and typewriting have provided the core subject areas for secretarial programs in the past, different subject areas can be used as the core courses in the automated word processing systems department. Shorthand and bookkeeping courses should still be made available for students since traditional secretarial positions will still be available in the future.

Helen Elaine Schwent Pratte

The purpose of this retrospective study was to identify, classify, analyze, and synthesize research findings and nonresearch literature-expressed opinions of business people and educators published during the

period of January 1, 1970, through December 31, 1977, pertaining to the impact of the word processing concept on collegiate curricula for business and office education.[44]

Schwent Pratte surveyed various indexes to find these opinions, and based on her conclusions offered the following recommendations:

1. Teachers of word processing should update themselves in this field.

2. To prepare themselves for a future job, students should be allowed to dictate into machines for advanced transcription students to transcribe.

3. Instructors should consider separation of English skills and transcription skills into courses offered to all students in shorthand or non-shorthand programs.

4. Instruction in the use of automated equipment should be closely supervised. In addition, reprographics equipment should be included in the instruction. Schwent recommended hands-on experience with copiers, fluid duplicators, stencil duplicators, and offset duplicators.

5. One year of shorthand is sufficient. Students desiring more skill should be allowed to continue on an individualized basis.

6. Teachers should stress proper work habits and attitudes; provide guidance, information, and encouragement to students so that they will articulate from school into satisfying and successful careers.

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[44]Helen Elaine Schwent Pratte, "A Synthesis of Research Findings and Nonresearch Literature Pertaining to the Impact of the Word Processing Concept on Collegiate Curricula for Business and Office Education, 1970-1977" (unpublished thesis, Northwestern State University, Louisiana, July 1978), pp. vi-ix.

SUMMARY AND EVALUATION

The purpose of the review of related literature was to determine what has been written in recent years about the use of word processing concepts and equipment in business and school.

This review indicated a need for further study of the current status of word processing, because the literature reviewed seemed to indicate a definite and persevering expansion of the industry. As the industry grows to accommodate businesses' growing needs for better and faster methods of processing information, the schools' obligation to inform their students of the new trends grows.

The need for training students, then, was proved obvious. Many businesses indicated that they are currently training their employees. Though this was necessary to some extent in almost all cases, time and, therefore, money could be saved if employees came to the job market already trained. Previously trained persons had a decided advantage over non-trained job seekers and employers had an almost-immediate productive worker.

Vocational schools have always ultimately borne the responsibility of training students to be productive members of society. Again, schools have a new challenge--to provide training for the office of the present and of the future--word processing.

This does not mean a drastic, overnight change in curricula. Rather, it means a thorough evaluation of the needs of students and how those needs are currently being filled in school programs. Regardless of the specific needs, however, general and universal needs must be met. And this means at least the inclusion of the basic concepts of word processing and perhaps the inclusion of on-hands training on word

processing equipment.

Several textbooks reviewed showed flexibility of content to allow for these varying degrees of word processing training.

Schools now have not only the opportunity to be trend-setters in word processing training but also the advantage of being able to use word processing equipment for administrative use (as well as classroom use).

Specifically, three schools' programs (from a small Midwestern college to a large school of medicine) were reviewed and found to be quite versatile and unique in their ability to utilize resources to their benefit. To provide minimum down-time and maximum effectiveness, this equipment was carefully chosen.

Chapter 3

PROCEDURES

The purpose of this study was to secure data from various sources (including selected Illinois business, postsecondary schools, equipment manufacturers and classroom textbook publishers) in order to recommend some curricula changes regarding word processing in postsecondary schools in Illinois.

The first part included a letter sent to publishers of classroom materials to aid in the study of word processing. This letter, the list of publishers, and an evaluation instrument appear in Appendix A.

To obtain the information required, the study was divided into four major parts. The second included a letter sent to manufacturers of word processing equipment. This letter and a list of these manufacturers and distributors are in Appendix B.

The third part of the study included a questionnaire which was sent to businesses which employed Robert Morris College graduates of the secretarial certificate program and which were retained by Robert Morris College in 1979. This questionnaire and cover letters are in Appendix C.

The fourth part of the study included a questionnaire which was sent to postsecondary schools in Illinois. The addresses for these schools were obtained from private and government publications as indicated on pages 4 and 5. The questionnaire and cover letters used in this part of the study are in Appendix D.

All names and street addresses of responding employers and schools were kept confidential and are not included in the appendixes.

SELECTION AND DESCRIPTION OF POPULATIONS

Addresses of all 76 employers of 1979 Robert Morris College secretarial certificate graduates and retainer firms were secured from placement records and a list of retainer firms. There were a total of 88 postsecondary schools listed in the Illinois section of the 1979 Directory of Institutions and the 1978 Directory of Postsecondary Schools with Occupational Programs referred to on pages 4 and 5.

Demographic Data

Since some of the information obtained from the questionnaires did not directly relate to the problems under study, the writer decided to put these data under this section, rather than in Chapter 4.

From employers' questionnaires. From the cities listed as locations of responding employers who sent usable responses, data were drawn and is shown in Table 3. Nearly 44 percent of these companies were located in Chicago proper.

Table 3

Location of Responding Employers
Who Returned Usable Questionnaires

City	Number	*Percent
Aurora	2	4.88
Bloomington	1	2.44
Carthage	1	2.44
Chicago	18	43.90
Deerfield	1	2.44
DeKalb	1	2.44
Kankakee	1	2.44
Lombard	1	2.44
Monmouth	2	4.88
Mundelein	1	2.44

Table 3 (continued)

City	Number	*Percent
Naperville	2	4.88
Pekin	1	2.44
Quincy	2	4.88
Rock Island	1	2.44
Rockford	3	7.32
Roodhouse	1	2.44
Springfield	2	4.88
Total	41	100.00

*To arrive at the percent figure, the number of responses from each city was divided by 41, the total usable responses.

From schools' questionnaires. Schools were located in the following cities: Canton, Carbondale, Centralia, Champaign, Chicago Heights, Cicero, Crystal Lake, Danville, Decatur, Des Plaines, East St. Louis, E. Peoria, Elgin, Evanston, Glen Ellyn, Jacksonville, Joliet, Kewanee, Macomb, Moline, Palatine, Palos Hills, Peoria, Quincy, Red Bud, Kankakee, Sugar Grove, and Wilmette. Two schools were located in Springfield and in Rockford. Six schools were located in Chicago.

The average approximate yearly enrollments in these schools were 6,166. The average approximate yearly enrollments in business curricula were 1,149. However, some schools did not answer this question; some schools gave ranges of approximate enrollments; some included part-time students and some full-time; some included only secretarial science, business education, or office careers students.

DEVELOPMENT OF THE QUESTIONNAIRES

Preliminary reading and review of literature noted in Chapter 2 resulted in a listing of the questions the writer needed to ask employers and schools in order to answer the problems posed in the study.

Care was taken in the construction of these questionnaires so that only pertinent questions were asked. Before the final drafts were sent, several Robert Morris College faculty members reviewed the instruments and gave their constructive suggestions as to improvements.

THE GATHERING OF DATA

The employer population was sent the first letter and questionnaire on August 12, 1980. A follow-up letter and questionnaire were sent on each of the following dates: September 15, 1980; October 8, 1980; and October 29, 1980. Table 4 shows the number of usable responses received from each correspondence (based, of course, on the dates of the follow-up letters and the dates the writer received the instruments.)

Table 4

Usable Employer Responses Received

Date	Number	Percent
August 12, 1980	12	29.27
September 15, 1980	15	36.59
October 8, 1980	5	12.19
October 29, 1980	9	21.95
Total	41	100.00

Of the total number (76) of employers, responses received were 45, 41 of which were usable. (See Table 6.)

The school population was also sent four letters, each with enclosed questionnaires. Based on dates of materials sent and received, Table 5 shows the number and percent of usable responses to each correspondence.

Table 5

Usable School Responses Received

Date	Number	Percent
*July 28, 1980	10	26.32
*September 15, 1980	13	34.21
October 8, 1980	9	23.68
November 12, 1980	6	15.79
Total	38	100.00

*The interval between dates (first two letters) was to allow the schools time to establish their fall terms, which were just beginning.

Of the total number (89) of schools, responses received were 55, 38 of which were usable. Table 6 shows the relationships among statistical data for both employer and school responses.

Table 6

Tabulation of Responses

Categories	Schools	%	Employers	%
Population	89	--	76	--
*Usable Responses	38	42.70	41	53.95
*Non-Usable Responses	17	19.10	4	5.26
*Total Responses	55	61.80	45	59.21

*All percents were found by dividing the number of responses by the number of the population.

Chapter 4

FINDINGS

This chapter is divided into two major sections: employer questionnaire findings and school questionnaire findings.

DATA GATHERED FROM EMPLOYERS

This section presents and analyzes the data from the employer questionnaires. Included in this section are:

1. Data concerning the number of questionnaire responses.
2. Data concerning the types and sizes of businesses represented.
3. Data concerning the word processing equipment used in these businesses.
4. Data concerning the training of word processors/correspondence secretaries.
5. Data concerning the salaries of WP/CSs and administrative secretaries.
6. Data concerning the opinions of the respondents regarding the future of word processing.
7. Summary of the data gathered from employers.

Employer Questionnaire Responses

A total of 41 (53.95 percent) of the 76 instruments were returned usable as shown in Table 6 on the previous page. Non-usable responses totaled 4. One company sent back a letter saying the firm had recently

opened its doors and did not have any wp equipment at the present time but that it would incorporate some type of wp system in the future.

Another letter came saying that that organization had recently filled out a "similar" questionnaire and that there was no time to do another.

A third response was from a firm that said that it could not divulge any information about its operations for security purposes.

And the fourth response was from a company that had misplaced the questionnaire after sending it to another branch office to be filled out. This company did not desire another questionnaire sent. These unusable responses totaled the four represented in Table 6 on page 54, a total of 5.26 percent of the employer population.

Types and Sizes of Companies

The 41 usable returns came from mostly either large or small firms of all types. The largest single type represented was manufacturing. There were 8 companies classified under this category in Question I.6. This and other classifications are shown in Table 7. All percents were found by dividing by 41, the number of usable returns.

Table 7

Types of Businesses Surveyed

Type	Number	Percent
Manufacturing	8	19.51
Government	6	14.63
Legal	5	12.20
Banking	4	9.75
Education	1	2.44
Insurance	1	2.44

Table 7 (continued)

Type	Number	Percent
Medical	1	2.44
Trade	1	2.44
Other Services	1	2.44
*Other	13	31.71
Total	41	100.00

*Included miscellaneous classifications.

Question I.7. asked the employers to check-mark the size of their firms. Most companies were either quite small (under 100 employees) or quite large (1000 employers or more). Table 8 shows these data.

Table 8

Sizes of Businesses Surveyed

Number of Employees	Number	Percent
Under 100	19	46.34
100-249	2	4.88
250-499	1	2.44
500-749	3	7.32
750-999	1	2.44
1000 or more	15	36.58
Total	41	100.00

Word Processing Equipment Used

In answer to Question I.3., 26 (63.41 percent) of the usable returns indicated that the companies use word processing equipment. The other firms, 15, (36.58 percent) indicated that they did not use word

processing equipment. The 26 who did use wp equipment had it installed during the period of time between October 1969 and September 1980.

Of the 26 companies who use this equipment, 11 (42.31 percent) indicated that they use equipment produced by more than one manufacturer. Table 9 shows the number and percent (of 26) of companies who indicated that they use various brands of equipment simultaneously. The numbers and percents shown are over 26 and 100 percent, respectively, because some companies indicated that they use more than one brand of equipment. Of the 26 companies who use equipment, 50 percent indicated they use at least some equipment made by IBM.

Table 9

Numbers and Percents of Companies Using
Various Makes of WP Equipment

Make	Number	*Percent
IBM	13	50.00
Xerox	8	30.77
Wang	7	26.92
Lanier	4	15.38
Vydec	4	15.38
Qyx	3	11.54
CPT	2	7.69
DEC	2	7.69
MICOM	2	7.69
Redactron	2	7.69
Anderson/Jacobson	1	3.85
A.B. Dick	1	3.85
Lexitron	1	3.85
National Computer	1	3.85
Norelco	1	3.85
Unix	1	3.85

*Numbers were divided by 26 (number of companies using equipment) to arrive at Percent figure.

The writer had intended to tabulate Question I.4. on a mean-value basis. The respondents were asked to rate (1-7) their reasons for choosing the specific equipment that they use in their companies. However, many companies indicated only one or two main reasons or check-marked the reasons instead of rating them. For these reasons Question I.4. was not analyzed.

Question I.5. asked how company word processing equipment was organized into a system. Six companies said they had a WP center; eight said they had a decentralized system with automatic typewriters located throughout the firm. Eleven indicated a variety of responses in the "Other" category. Prevalent among these was the use of both a centralized location for routine or large-volume work and a decentralized system with typewriters located in other areas for administrative secretarial use.

Question I.6. asked how many employees perform word processing tasks in the business. The categories were: originating, operating automatic typewriters, and other. The writer chose to categorize the averages of these answers in Table 10 based on the size of the company reporting the data since the size of the firm affected to a large extent the numbers reported and thus the analyses of those numbers. The "Other" category included a non-significant assortment of answers or was left blank.

Table 10

Average Number of Originators and WP/CSs
Employed by Companies

Size of Firm	No. of Firms	Average No. of Principals	Average No. of WP/CSs
Under 100	8	8	3
100-249	2	107	42
250-499	1	175	15
500-749	2	11	2
750-999	1	--	42
*1000 or more	12	1014	80
Total	26	50.58	7.08

*Four firms (1000+ employees) did not answer this question. Therefore, the representative averages may be distorted.

Question I.7. was not analyzed again because the writer could not compute mean averages based on the responses received concerning why the employers established a WP system.

When asked in Question I.8. how well satisfied the respondents were with their WP system, however, several significant factors came to light. One respondent indicated that he/she was having servicing problems with Wang Office Information System 130 and 140. Three said that their systems were exceeding expectations (CPT Visual Memory, IBM Mag A, and Xerox). Thirteen respondents said they were well satisfied and that their systems were meeting expectations. Eight said they were satisfied but that some expectations were not met. These latter data are shown in Table 11 and seem to indicate that several manufacturers are not fulfilling the needs of the principals who use the equipment.

Table 11

Number of Companies Indicating Un-met Expectations of Their WP Equipment

Manufacturer	Unfulfilled Expectations: Economy--Correspondence	Competition--Other firms	Originator Satisfaction	Communication to Computer	Public Relations	Employee Morale	Turnaround	State of Art	Service	Totals
IBM	1	1	1	1			1	1	1	7
Dec			1							1
Vydec			1					1		2
Wang	1		1		1	1			1	5
Qyx							1	1		2
Anderson/ Jacobson									1	1
Lanier			1							1
MICOM			1							1
NCC									1	1
Xerox			1							1
TOTALS	2	1	7	1	1	1	2	3	4	*22

*Total is more than eight because several companies use more than one make of equipment and several companies had more than one complaint.

Training of WP/CSs

Half of the companies using equipment (13 of 26) offered formal training courtesy of the manufacturer, of another company employee, or of someone else. The other half of the companies did not offer any formal training. The writer asked (in Question II.1.) for a copy of the training manual, but no company sent one. Training programs ranged in length from one day to ninety days. Table 12 shows company preferences for the training of their correspondence secretaries. All 26 companies are represented.

Table 12

Company Preferences for the Training of WP/CSs

Preferences	Number of Companies
On-the-job	5
Already Trained	3
Mixed (Some previous training, some on-the-job)	17
Training by Manufacturer	1
Total	26

When asked in Question III.5. what skills and competencies were considered important for the beginning WP/CS, the replies showed definite trends toward automatic typewriting, electric typewriting, languate arts, dictating/recording equipment operating, working with others, and telephone operating. See Table 13.

Table 13

Skills/Competencies Considered Helpful to the Beginning WP/CS

Skill/Competency	No. of Times Mentioned
Electric typewriting	23
Automatic typewriting	20
Language arts	16
Working with others	16
Dictating/Recording equipment operating	15
Telephone operating	11
Shorthand	7
Manual transcribing equipment operating	6
Calculator operating	5
Proportional-space typewriting	2
Teletypewriter operating	1
Photocomposing	1
Familiarity with wp environment	1
Accuracy	1
Proofreading	1

When asked if the companies were planning any additions to their training programs, responses varied from 15 "no's" (57.69 percent) to 6 "yes's" (23.08 percent). Other answers were (1) "Probably, but not until staff increases" and (2) "N/A." Three respondents did not answer this question.

Question III.7. asked how the companies' WP/CSs were initially trained. Table 14 shows that most of these secretaries about whom information was available were trained in high school. Company training was second most frequently mentioned.

Table 14

Initial Training of
WP/CSs

Initial Training	No. of WP/CSs	Percent
High School	166	20.80
College	2	.25
Previous Work	21	2.63
Company Training	137	17.17
Information Not Available	148	18.55
Other	4	.50
Did Not Answer	320	40.10
Total	798	100.00

Salaries of WP/CSs Versus Administrative Secretaries (ASs)

Salaries were averaged once by size of firm (Table 15) and once again by geographic location of company (Table 16). Because several companies did not answer these questions or wrote in "varies" or wrote in "N/A" or wrote in "Not established," the tables may be distorted.

Table 15

Monthly Entry-Level Secretarial Salaries
in Relation to Company Size

Size of Company	Salaries	
	WP/CS	AS
Under 100	$ 605.00	$ 801.50
100-249	875.00	975.00
250-499	1025.00	1000.00
500-749	770.33	791.67
750-999	825.00	--
1000 or more	855.92	910.58
Total Averages	$ 826.04	$ 895.75

Table 16

Monthly Entry-Level Secretarial Salaries
in Relation to Location

Geographic Locations	Salaries	
	WP/CS	AS
Chicago	$860.08	$918.00
Near Suburbs (Area Code 312)	832.00	890.00
Far Suburbs (Area Code 815)	636.00	808.50
Other	803.12	857.87

The Future of Word Processing

When asked in Question IV.1. what the respondents anticipated for wp personnel in the future, no significant trends surfaced, and opinions varied. However, only three persons felt skill requirements would be lowered due to the technological advances of the equipment. Only two respondents felt that there would be fewer jobs opening in the future for wp personnel. Most frequently mentioned was upgrading of skill requirements. And in Question IV.2. expansion of the wp industry was most frequently mentioned. See Tables 17 and 18. Generally, the companies responding indicated that they would change wp in their own companies to coordinate with the changes outlined in Question IV.1.

Table 17

Anticipated Changes in WP
Personnel Through 1990

Factor	No. of Companies	% of Frequency
No significant change	12	13.19
Upgraded-skill requirements	20	21.98
Lowered-skill requirements	3	3.30
More job openings	23	25.27
Fewer job openings	2	2.20
Higher wages/salaries	26	28.57
Lower wages/salaries	0	0.00
*Other	5	5.49

*More flexibility, higher educational requirements, more familiarity of all secretaries with wp equipment, career opportunities in programming fields, greater administrative roles.

Table 18

Anticipated Changes in WP
Industry Through 1990

Factor	No. of Companies	% of Frequency
No significant change	7	20.00
Expansion of industry	27	77.14
Depression of industry	0	0.00
*Other	1	2.86

*Computer links and/or hardware.

Summary of Data Gathered from Employers

A total of 41 of the 76 questionnaires mailed to employers were returned usable (53.95 percent). The largest single type of company represented, other than miscellaneous types, was manufacturing. Most of the 41 firms were either quite small (under 100 employees) or

quite large (1000 employees or more).

Twenty-six of the organizations utilized word processing equipment (63.41 percent), which had been installed during the last 11 years prior to this study. Exactly 50 percent of the 26 companies using wp equipment used IBM models organized into a variety of systems.

The average number of originators, rounded to the nearest whole number, was 51; word processors/correspondence secretaries, 7.

Most of the 26 firms were happy with their equipment choices. However, 8 of these firms indicated some complaints. Of 22 total complaints, 7 were about IBM equipment (31.82 percent).

Half of the companies offered formal training ranging in length from 1 day to 90 days. However, 65 percent (17) preferred that their employees have some previous training, in addition to on-the-job.

Most respondents felt typewriting and language skills were important for the WP/CS to possess. In addition, other skills were mentioned as significantly important: dictating/recording, working with people, and operating a telephone.

Over half (57.69 percent) of the companies said they were not planning any changes in their training programs. Most of the training took place in high schools and on the job.

Salaries did not differ much between the WP/CS and the administrative secretary, on the average. The latter earned a salary of between $54.75 and $69.71 more than that of the word processor/correspondence secretary.

Most of the companies felt the trends for the future were: higher salaries, more job openings, upgraded skill requirements, and expansion of the word processing industry.

DATA GATHERED FROM POSTSECONDARY SCHOOLS

This section presents and analyzes the data from the postsecondary school questionnaires. Included in this section are:

1. Data concerning the number of questionnaire responses.
2. Data concerning the word processing courses offered.
3. Data concerning the general objectives of the word processing curricula.
4. Data concerning the word processing equipment in these courses.
5. Summary of the data gathered from postsecondary schools.

Postsecondary School Questionnaire Responses

A total of 38 usable returns came back from the population of 89, or 42.70 percent. There were 17 non-usable responses, or 19.10 percent. These non-usable returns consisted of letters returned to the writer because of unknown addressees, out-of-business schools, and no forwarding addresses left at post office when schools moved or changed locations. The writer attempted to locate these schools through the use of telephone directories, but no additional usable responses were secured.

Word Processing Course Offerings

Question II.1 asked the respondents whether or not at least one separate word processing course was offered in their schools. Of the 38 persons answering, 15 (39.47 percent) said "No." However, 3 of those 15 said that their school did offer word processing training as part of another course. The remaining 23 persons responded "Yes." These latter responses represented 60.53 percent.

In summary, 26 (68.42 percent) schools indicated that they offer some training in word processing. And 12 (31.58 percent) schools said that they do not offer training in wp.

Various program names and course titles were indicated as representative of the training offered in these 26 schools. Because of the large volume of course titles, Table 19 shows them categorized into the following areas: (1) introductory wp concepts, (2) machine courses, (3) advanced study--wp management, and (4) incorporated into other courses.

Table 20

Wp Courses Offered in Surveyed Schools

	No. of Times Mentioned
Introductory Concepts:	
Info & WP Concepts	1
Intro to WP	10
WP Concepts	6
WP Applications	2
Word Processing I	1
Word Processing II	1
Intro to WP Concepts	1
Machine Courses:	
Machine Trans.	7
WP Equipment	5
WP Dict. & Trans.	4
Magnetic Keyboarding	2
Basic Keyboarding	1
Office Support Services	1
Mag Card Typewriter	3
Memory Typewriter	2
Business Machines	1
Automatic Typewriters	2
CPT 6000	1
WP Typing	3
Office Machines	1

Table 20 (continued)

Course Titles	No. of Times Mentioned
Advanced Study--WP Management:	
Principles of WP Mgt.	3
Document Creation	1
Integrated Ofc. Systems	1
Office Systems Mgt.	1
Advanced Doc. Production	1
Analysis of Ofc. Systems	1
Incorporated into Other Courses:	
Office Procedures	1
Typing III	1
Typing IV	1
Secretarial	1

In addition, Table 21 shows the various program titles under which these courses were arranged, according to the survey instrument. Table 21 also shows the number of schools offering these programs. The total number of schools is over 26 because some schools indicated that they offer more than one academic program.

Table 21

Academic Programs in Which WP Courses Are Offered

Program	No. of Schools
Assoc. Appl. Sc.	17
Certificate	11
Incorporated	3
Bachelor	2
Elective	1
No Credit	1
Specialist	1

Word Processing Equipment Used

Of the 26 schools which offered wp training, 23 (88.46 percent) said they used word processing equipment. The other 3 (11.54 percent) said they did not. The makes of equipment used in the training programs and the number of schools mentioning each use are shown in Table 22. (Some schools use more than one kind of equipment.)

Table 22

Equipment	No. of Schools	*Percent
IBM	19	82.61
A.B. Dick	4	17.39
Lexitron	3	13.04
Wang	2	8.70
Radio Shack	1	4.35
AM	1	4.35
Fore-Phase	1	4.35
Lanier	1	4.35
Olivetti	1	4.35
CPT	1	4.35

*Numbers in middle column were divided by 23 (total of schools using equipment).

Question II.3. asked the respondents (26) to rate (1-7) their reasons for choosing the equipment they use in the classroom. However, only one person responded by rating the choices through 7. Instead, the other respondents (25) check-marked, rated all choices "No. 1," or indicated 1 or 2 main reasons and left the other choices blank. Mean values, therefore, could not be calculated.

Question II.4. asked the respondents what their plans were for additions or revisions regarding their word processing training.

This was a write-in response question, so replies varied considerably. However, the following (Table 23) offers the findings in a categorized format. Over 40 percent indicated they had plans for changes.

Table 23

Planned Revisions/Additions to WP Training

Plans	Number	*Percent
No Answer	6	15.79
N/A	1	2.63
No	3	7.89
No Plans at Present	3	7.89
Possibly	2	5.27
Hopefully	3	7.89
Probably	2	5.27
Not Sure	1	2.63
Yes	16	42.11
Other	1	2.63
Total	38	100.00

*Numbers in middle column were divided by 38 (number of usable returns).

Some of these plans included adding new courses, certificate programs, degree programs, equipment, increased topics in introductory courses (updated theory), individualized instruction and internships.

When asked in what school year their wp training was first begun, half replied 1979-1981 school years. The earliest year mentioned was 1973-1974. There was no significant rise in training, as indicated from the questionnaires, until 1979. Two persons did not answer this question (II.5.). See Table 24 on the following page.

Table 24

School Year of First WP Training

Year	Number of Schools
1973-74	1
1974-75	1
1975-76	3
1976-77	1
1977-78	2
1978-79	3
1979-80	5
1980-81	8
No answer	2
Total	26

Question II.6. asked the respondents to number in order of importance five reasons for adopting a word processing curriculum. However, the results were similar to those of Question II.3. The respondents many times incorrectly answered this question with check-marks or left blanks. No significant findings were secured.

General Objectives of Word Processing Curricula

Approximately one-half page was allowed for write-in responses to Question II.7., which asked, "What are your general objectives of your word processing course(s)/curricula (if not listed on enclosed syllabi)? There were as many answers to this question as there were persons who answered it. However, some general trends were found.

Objectives common to all word processing courses. The following goals were found common to all wp courses: (1) To help prepare students for entry-level jobs; (2) To help train students in procedures, equipment, and personnel for companies with word processing systems; (3) To

acquaint students with word processing concepts, opportunities available in the field of word processing work, and competencies needed to successfully work in that field.

Objectives common to all introductory (theory) courses. These concept courses contained the following goals: (1) To acquaint students with word processing concepts; (2) To acquaint students with word processing fundamentals, history of word processing, and organization of word processing installations; (3) To acquaint students with the new concepts in office management using modern equipment, specialized procedures and employee skills, and new terminology.

Objectives common to all machines courses. Some schools reporting did not consider transcription courses to be "word processing" courses. On the other hand, one school included a course which included study of the liquid spirit duplicator as a "word processing" course. However, the following were common to all "machine" courses: (1) To acquaint students with word processing concepts as they relate to machine use; (2) To acquaint students with word processing equipment; (3) To acquaint students with concepts of word processing and features of the automated typewriter and how the two relate.

Objectives common to all advanced wp study courses. These courses were most commonly offered in certificate or associate degree programs: (1) To acquaint the students with terminology, integration of office information systems, and career opportunities in management.

Summary of the Data Gathered from Postsecondary Schools

A total of 26 (68.42 percent) schools indicated on the surveys that they offer some training in word processing. These courses were

summarized in Table 20 as falling into four categories: (1) introductory concepts courses; (2) machine courses; (3) advanced study--wp management courses; and (4) incorporated into other courses.

A total of 17 of the 26 schools, or 65.38 percent, offered associate in applied science degrees; 11, or 42.31 percent, offered certificates. These degrees were not necessarily degrees in word processing as that information was not asked for on the questionnaire. However, these degrees and certificate programs included courses in word processing.

Of these 26 schools offering word processing courses, 23 incorporated word processing equipment. This represents 88.46 percent. Of the 23 schools using equipment, 19 (82.61 percent) used at least some equipment manufactured by IBM; 4 schools reported using A.B. Dick equipment; and 3 schools, Lexitron. These represented 17.39 percent and 13.04 percent, respectively.

Of the 38 usable responses received, 16 (42.11 percent) contained statements of intent to add to or revise present curricula offerings. However, the writer did not calculate whether or not these 16 schools already offer some wp training.

The most significant strides forward in purchasing word processing equipment occurred after the 1978-79 school year was completed when 13 schools bought theirs.

As a summary question on the survey of postsecondary, the writer asked how well satisfied the respondent was with his/her word processing training program (if he/she offered one). Table 25 presents this data. Over half of those respondents said they were satisfied. Over 10 percent were not satisfied (11.54 percent).

Table 25

Satisfaction with WP Training Program

Satisfaction	Number	Percent
Extremely well satisfied	3	11.54
Well satisfied, some expectations not met	12	46.15
Incomplete satisfaction	2	7.69
Important expectations not met	0	0.00
Completely dissatisfied	1	3.85
Unable to say at this time	4	15.38
No answer	3	11.54
Not applicable at this time	1	3.85
Total	26	100.00

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In order to offer some ideas for curricula improvement in Illinois postsecondary schools, which was the purpose of the study, data were collected from four sources (in addition, of course, to a review of previously written literature): (1) selected Illinois businesses, (2) selected Illinois postsecondary schools, (3) manufacturers of word processing equipment, and (4) publishers of word processing textbooks. This chapter summarizes the main findings regarding these data and presents conclusions and recommendations (implications).

SUMMARY OF FINDINGS

Data Gathered from Businesses

Of the 76 survey forms sent, 41 (53.95 percent) were returned usable. Of these 41, 26 (63.41 percent) were from companies that use word processing equipment. The largest single word processing equipment manufacturer mentioned as being a vendor was IBM, who claimed 50 percent of the population market.

The ratio of WP/CSs to principals (originators) in these 26 companies was approximately 1 to 8.

Of the 26 companies, 24 were satisfied with their wp systems; however, there were several minor complaints regarding specific equipment listed in Table 11, p. 61. Seven of these complaints were about IBM equipment.

Half of the companies using equipment offered formal training to their operators. But over half (17 of 26) preferred to have employees with some previous training. Over half of the companies considered the following skills or competencies helpful on the job: electric typewriter skill, automatic typewriter skill, language arts skill, personnel handling, and dictation/recording equipment competency.

Over half of the companies also did not plan any changes in their present training programs

Almost 21 percent of the training of company employees was initiated in these workers' high school programs. Almost 18 percent of the workers were introduced to wp training while on the job. Another 2.63 percent had previous work experience with word processing. Only 2 employees (0.25 percent) were trained in college. Salaries for all workers in the correspondence secretarial position ranged from $605 to $1025 per month. Administrative secretaries, on the other hand, grossed from $791.67 to $1000 per month.

The 41 usable responses indicated findings that the future of word processing will hold: (1) higher salaries, (2) more job openings, (3) upgraded skill requirements, and (4) expansion of the wp industry, or "state of the art."

Data Gathered from Postsecondary Schools

A total of 38 usable responses were returned from the 89 (42.70 percent). Almost 32 percent said that they do not offer word processing training in their schools. The remainder indicated that they do offer training. This training was incorporated into the following categorized courses: (1) Introductory WP Concepts, (2) Machines, (3) Advanced Study in WP Management, and (4) incorporated into another course.

A total of 17 of the 26 schools offering training (65.38 percent) did so in associate of applied science degree programs. Another 11 schools (42.31 percent) offered programs leading toward a certificate. Also, 23 of these schools indicated that they use equipment in their training programs. Almost 83 percent said that they use IBM (some solely IBM, some in cooperation with other types or makes of equipment).

Of the 38 schools responding, 16 planned on revising or adding to their training in wp by either updating methods, equipment, and topics or adding new courses, equipment, and topics. Some indicated adding certificate or associate programs, internships, and individualized instruction in wp. It was interesting to note that the equipment in present use in these schools (half of it) was purchased in or after 1979-80.

Summarizing information about the general objectives of wp curricula is on pages 73 and 74.

Data Gathered from Manufacturers of WP Equipment

Several manufacturers and distributors of wp equipment received letters requesting information on the suitability of the equipment to classroom use. This equipment was categorized into the following: (1) standalone word processors and (2) shared-logic word processors. Individual makes and models were evaluated in each category. Tables 1 and 2, pages 29-30 and 35 show some of the major features of these word processing units; they also may be used as guides in the selection process of individual schools considering standalone or shared-logic systems. The range of prices of standalone systems is $5,534 to $10,095. The range of shared-logic systems is $9,300 to nearly $80,000. Of course, price was indicated as dependent upon several factors shown or discussed.

Data Gathered from Publishers of WP Textbooks

Several textbooks requested as examination copies were evaluated and reviewed on pages 15-19. This review yielded interesting facts about these books, which were designed with a wide range of topics for use in introductory, machine, advanced, etc., courses in word processing. Publishers represented were: (1) Benjamin/Cummings, (2) Bobbs-Merrill, (3) Harcourt Brace Jovanovich, (4) Harper and Row, (5) Wiley, (6) McGraw-Hill, (7) Office Publications, (8) South-Western, and (9) Western Tape.

CONCLUSIONS

The conclusions are based on the summary of the findings. Findings were drawn from analyses and syntheses of data from four sources: employers, schools, manufacturers of wp equipment, and publishers of wp textbooks.

The purpose of this study was to offer some suggestions for improvement in wp training in Illinois postsecondary schools. In order to realize this purpose, the following was the main problem to be solved: To determine the current status of word processing in selected Illinois businesses. Subordinate to the main problems were the questions asked on page 3. These questions can be categorized into the following subproblems: (1) To determine the current status of word processing in selected Illinois postsecondary schools and (2) To determine the word processing equipment and classroom materials available in Illinois.

The following is a list of major conclusions:

Current Status of WP in Businesses

1. Fifty percent of the population surveyed prefer IBM equipment.

2. Because of the efficiency of wp systems, one correspondence secretary can do the work for eight originators.

3. The wp industry is widely accepted by businesses.

4. During the next five years, companies will continue to hire graduates with wp training and employees with previous wp work experience.

5. There is no significant difference between the salaries of WP/CSs and administrative secretaries. However, both will rise in the next five years.

6. During the next five years, the wp industry will expand to include more concepts of uses of "information processing."

Current Status of WP in Postsecondary Schools

1. Less than half of the postsecondary schools surveyed will expand their programs to include information processing.

2. Obsolescence of equipment is rapid.

3. Most schools are aware of the importance of wp training.

4. Most schools prefer IBM equipment for their wp training.

WP Equipment and Classroom Textbooks

Equipment and textbooks for the future will be upgraded to facilitate growing needs for information processing. For manufacturers of equipment this means a trend away from standalone systems to shared-logic systems and an increased emphasis on equipment designed especially for classroom training.

RECOMMENDATIONS

This section presents some of the writer's recommendations (and/or implications for curricula change in postsecondary schools) based on the conclusions drawn.

1. School training in wp should include equipment training, especially how equipment relates to the concept of information processing systems. If the burden of company training and expense is relieved by the postsecondary schools, then perhaps, the money saved can be indirectly used to increase the salaries of the wp personnel. High school and postsecondary wp training programs should be articulated.

2. Schools should take care in selecting equipment that is easily and inexpensively adapted to changing and increasing needs. Since most schools and half of the employers surveyed currently use IBM equipment, this brand should be especially considered. However, other manufacturers should be evaluated in terms of how well their equipment suits the needs of the school program and with the same objectivity that IBM is evaluated.

3. Training should acquaint students with the wp job atmosphere, concepts, keyboarding skills, efficient work habits and attitudes, procedures for the automated office using an information network, and job opportunities.

4. Outdated training, such as spirit and stencil duplication training should not be included in office careers training.

5. All business teachers and instructors should become aware of the basic concepts of word processing.

6. Further studies need to be conducted in the following areas: (1) articulation between high school and postsecondary wp training, (2)

detailed competencies needed on the job for word processing personnel, and (3) integration of computer data processing and word processing into information network systems.

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APPENDIX A

LETTER TO AND ADDRESSES OF PUBLISHERS OF WP TEXTBOOKS

ROBERT MORRIS COLLEGE

College Avenue, Carthage, Illinois 62321
(217) 357-2121

July 21, 1980

Ladies & Gentlemen:

As a faculty member of Robert Morris College and a graduate student at Western Illinois University, I am working on the feasibility of incorporating a word processing course at RMC.

As soon as I complete this study, I will be proposing it to Robert Morris College in time for the July 1981 school year.

Therefore, I would like to have examination copies of classroom materials which you usually recommend for introductory word processing courses (with and without equipment).

I will appreciate your immediate attention in this examination order, and we will let you know if we decide to bulk order any of your materials for classroom use.

Please call me at our toll-free number, 800/252-9151, Extension 268, if you have any questions.

Sincerely,

Sandra S. Walker
Instructor

Planning the Course

TEXTBOOK EVALUATION GUIDE

Title_____ Reviewer_____ Author_____

I. Content: Reviewer's Comments
- a. Factual _____
- b. Current _____
- c. Appropriate vocabulary (understandable, interesting) _____
- d. Appropriate to course objectives _____
- e. Comprehensive coverage _____

II. Arrangement and Organization of Content
- a. Sequential or logical development of unit content _____
- b. Appropriate length of subject matter divisions for adaptablility to daily presentation _____
- c. Flexible organization for ease in use and adaptability to various teaching methods _____

III. Aids to Teaching and Learning
- a. Clear explanations _____
- b. Adequate thought-provoking questions _____
- c. Adequate problem-solving activities _____
- d. Appropriate illustrations _____
- e. Vocabulary lists _____
- f. Varying length and depth of problems to provide for individual differences _____
- g. Appropriate workbook materials _____
- h. Well-prepared achievement tests _____
- i. Teacher's manual and key _____
- j. Tips to students for using texts and studying _____
- k. Suggestions for resource material and supplementary aids _____

IV. Physical Features
- a. Style and size of type provide for ease in reading _____
- b. Attractive format _____
- c. Appropriate size and weight, sturdy construction, binding that opens flat _____
- d. Weight and finish of paper enhance readability _____
- e. Visual aids appropriate and of good quality _____
- f. Table of Contents _____
- g. Index _____

V. Authorship
- a. Competent to write in subject _____
- b. Competent and experienced in methodology of teaching the subject _____

VI. Other Features
- a. Adaptability to local conditions _____
  - (1) Needs and abilities of students
  - (2) Physical facilities
- b. Used by other schools in area _____
- c. Cost
- d. Length of Course _____

APPENDIX B

LETTER TO AND ADDRESSES OF MANUFACTURERS OF WP EQUIPMENT

ROBERT MORRIS COLLEGE

College Avenue, Carthage, Illinois 62321
(217) 357-2121

July 21, 1980

Ladies & Gentlemen:

As a faculty member of Robert Morris College and graduate student at Western Illinois University, I am working on a proposal for the incorporation of an introductory word processing course at Robert Morris College.

The feasibility study must include, of course, input from word processing manufacturers and distributors regarding types of equipment suitable for classroom use, cost, service, et cetera.

Therefore, will you please send me some brochures and literature regarding your line of word processing equipment. We would, of course, be most happy to see a demonstration of your equipment if you would like to visit our school.

Please call me at our toll-free number, 800/252-9151, Extension 268, if you have any questions. We look forward to hearing from you soon, as my proposal should be completed by September 1980.

Sincerely,

Sandra S. Walker
Instructor

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ADDRESSES OF MANUFACTURERS OF WP EQUIPMENT

A.B. Dick
110 N. Wacker
Chicago, IL 60606

A.B. Dick
607 Main Street
Peoria, IL 61601

A.B. Dick
3811 Harrison
Davenport, IA 52802

AlphaComp, Ltd.
316 N. Michigan
Chicago, IL 60601

AM International Inc.
723 W. Algonquin Road
Arlington Hts., IL 60005

AM International Inc.
715 East 2 Street
Des Moines, IA 50316

Archives Corp.
404 West 35 Street
Davenport, IA 52802

Compuscan Inc.
9950 W. Lawrence
Schiller Park, IL 60176

Four-Phase Systems
10700 N. DeAnza Blvd.
Cupertino, CA 95104

Four-Phase Systems
1111 E. Toughy Ave.
Suite 500
Des Plaines, IL 60018

IBM
3561 60th Street
Moline, IL 61265

Modern Business
(Exxon--Qyx)
3546 Brady
Davenport, IA 62806

Qyx (Exxon)
30 N. LaSalle
Suite 4132
Chicago, IL 60602

3M Business Products Sales, Inc.
1120 E. Kimberly Road
Davenport, IA 52802

Trendata Corporation
3400 Segerstrom
Santa Ana, CA 92704

Wang Laboratories
444 Michigan Avenue
Chicago, Illinois

Wordplex
31829 W. La Tienda Drive
Westlake Village, CA 91361

XMark Corporation
1599 Superior Avenue, B-6
Costa Mesa, CA 92627

ROBERT MORRIS COLLEGE

College Avenue, Carthage, Illinois 62321
(217) 357-2121

August 12, 1980

Dear Employer:

Are you interested in hiring better skilled employees? In saving on-the-job training expenses?

During the 1979-80 school year, you hired one or more Robert Morris College graduates, and as a placement counselor and instructor at RMC, I would like to thank you for your support of our Secretarial Certificate Programs.

I am sure you, as a concerned and knowledgeable businessperson, would like to help improve the skills of the Illinois graduates you hire. I am currently working on a study to ascertain the status in Illinois of an emerging industry, word processing. (To help you become more aware of what word processing is and to help you fill out the enclosed questionnaire, I have also included a glossary of terms applicable to word processing concepts.)

This study will analyze the impact of word processing practices on the training of post-secondary students preparing to work in companies with a word processing system in operation. So, your cooperation in filling out the enclosed form will be most valuable--not only to me, my students, and to all Illinois post-secondary schools and students, but most importantly, to you, the employer, without whom this study would not be necessary nor complete.

Individual replies will be held in strictest confidence. Only statistical summaries will be presented in the study. If you would like a copy of this paper, please fill out that portion of the questionnaire. If I may be of assistance or if you would like additional information, please call me toll free at 800/252-9151, Extension 245. May I expect your reply in the next few days.

Sincerely,

Sandra S. Walker

Sandra S. Walker
Instructor and Placement Counselor

sab

Enclosures

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ROBERT MORRIS COLLEGE

College Avenue, Carthage, Illinois 62321
(217) 357-2121

September 15, 1980

Dear Employer:

On August 12, 1980, a questionnaire was sent to you for completion. The questionnaire requested information regarding word processing at your business.

Perhaps you did not receive that correspondence, or perhaps you inadvertently misplaced it.

Since I am anxious to hear from you (even if you do not have word processing equipment) and to get a representative sample on which to base conclusions, I would very much appreciate your filling out and mailing the enclosed questionnaire.

I will be most happy to send you a copy of the completed study if you wish. Should you have any questions, please call me at 800/252-9151, Extension 245.

Sincerely,

Sandra S. Walker

Sandra S. Walker
Instructor and Placement Counselor

sab

Enclosure

ROBERT MORRIS COLLEGE

College Avenue, Carthage, Illinois 62321
(217) 357-2121

October 8, 1980

Dear Employer

Yes, even though the response to the enclosed questionnaire has been good, I am still anxious to receive your completed form. You may be interested to know that as of October 6, 42 percent of the employers who hired Robert Morris College graduates in 1979 have returned their completed questionnaires.

In order to have a valid representation of employers in this study, a much larger percent of return is needed. Won't you help me reach a higher pinnacle? You can do so by completing the form and returning it.

You can complete your questionnaire in such a very short time. May I hear from you immediately?

Sincerely,

Sandra S. Walker

Sandra S. Walker
Instructor
Placement Counselor

Enclosure

ROBERT MORRIS COLLEGE

College Avenue, Carthage, Illinois 62321
(217) 357-2121

October 29, 1980

Dear Alumna:

On behalf of all your friends here at RMC, congratulations on acquiring employment. I hope you enjoyed reading the Alumni Newsletter and learning about what your "fellow" graduates are doing.

As you may know, I am working on my master's degree; currently, I am doing a study of the status of word processing in the companies which have employed RMC graduates of 1979-80. I hope to be able to create a new word processing course at RMC based on the results of this study!

Fifty-seven percent of these employers have responded to the enclosed questionnaire, but I would like to have a much larger percentage of return in order to have a valid representation of employers.

Can you assist me? Please give this questionnaire to someone in your company who can help me, have him or her fill it out, and return it to me within the next few days.

Good luck to you in your career. Please call 1-800-252-9151, Extension 245, if I can be of assistance.

Sincerely,

Sandra S. Walker

Sandra S. Walker
Instructor and Placement Counselor

sab

Enclosure

Q U E S T I O N N A I R E

FOR ILLINOIS BUSINESSES

To determine the status of word processing
and its implications for post-secondary training

I. IDENTIFICATION OF COMPANY AND EMPLOYEES

1. Your name _____
2. Your title _____
3. Company name _____
4. Company address _____

   _____
5. Business phone no. Area Code ( ) _____ Ext. _____
6. Type of business (Please check one.)

Manufacturing	_____	Insurance	_____
Trade	_____	Education	_____
Banking	_____	Medical	_____
Legal	_____	Other services	_____
Government	_____	Other: _____ (Please specify)	_____

7. Number of employees (Please check one.)

Under 100	_____
100-249	_____
250-499	_____
500-749	_____
750-999	_____
1000 or more	_____

II. WORD PROCESSING SYSTEM--GENERAL INFORMATION

1. Does your company use word processing equipment? Yes _____ No _____
   (If "No," please skip to PART IV.)
2. When was your equipment first installed? Month _____ , 19____
3. What is (are) the make(s) and model(s) of your equipment?
   (Please write answer in space provided below.)

4. Why did you choose this specific equipment? (Please number in order of importance. Use "1" as the main reason, "2" next, etc.)

Initial cost was low	____	Labor/mgt. recommended	____
Operating cost would be low	____	Demonstration was impressive	____
Service was readily available	____	Company needs best satisfied	____
Outside agency recommended	____	Other: _____ (Please specify)	____

5. How is your word processing system organized? (Please check one.)

CENTRALIZED; all typewriting done in one location--WP Center ____
DECENTRALIZED; auto. typewriters located throughout firm ____
OTHER (Please specify) _____ ____

6. How many employees perform the following WP tasks? (Please indicate number in each category.)

ORIGINATING material to be processed . . . . . ____
TYPEWRITING on automatic typewriters (WP/CS duty) . . . . . ____
DOING OTHER WORK (Please specify) _____ ____

7. Why did your business establish a WP system? (Please number in order of importance. Use "1" as the main reason, "2" next, etc.)

a. Economy of correspondence function . . . . . ____
b. Competition with other firms using WP equipment . . . . ____
c. Satisfaction of word originators' needs . . . . . ____
d. Inability to find secretaries with shorthand skill . . . ____
e. Ability of system to be connected to computer . . . . . ____
f. Public relations . . . . . ____
g. Employee morale . . . . . ____
h. Other (Please specify) _____ ____

8. How well satisfied are you with your WP system? (Please check one.)

   a. Extremely well satisfied; system exceeds expectations . . _____
   b. Well satisfied; system meets expectations . . . . . _____
   c. Satisfied; some expectations not met . . . . . _____
   d. Somewhat dissatisfied; system doesn't meet important expectations . . . . . _____
   e. Completely dissatisfied . . . . . _____
   f. Unable to say at this time . . . . . _____
   g. Other (Please specify) _____ _____

9. If your system has not met your expectations, which of the following criteria for setting up your system (from Question 7 above) has not been realized? (Please check all that apply. If you checked 8a. or 8b. above, skip to Part III.)

   a. Economy of correspondence function . . . . . _____
   b. Competition with other firms using WP equipment . . . . . _____
   c. Satisfaction of word originators' needs . . . . . _____
   d. Inability to find secretaries with shorthand skill . . . _____
   e. Ability of system to be connected to computer . . . . . _____
   f. Public relations . . . . . _____
   g. Employee morale . . . . . _____
   h. Other (Please specify) _____ _____

III. WORD PROCESSING SYSTEM--COMPETENCIES AND TRAINING

1. Do you offer a WP training program? YES _____ NO _____
   (Will you please enclose a copy of your training manual.)

2. If "YES," Hours _____ or days _____ or other _____ _____
   (Please specify)

3. What are your preferences for training your WP/CS? (Please check one.)

   ON-THE-JOB TRAINING . . . . . _____
   ALREADY TRAINED . . . . . _____
   MIXED: some previous training, some on-the-job . . . . . _____
   OTHER (Please specify) _____ _____

4. If your company offers training on-the-job, who does this training? (Please check one.)

OUTSIDE AGENCY hired to train . . . . . _____
MANUFACTURER of equipment . . . . . _____
COMPANY EMPLOYEE (WP Center Supervisor, etc.) . . . . . _____
OTHER (Please specify) _____ _____

5. What skills/competencies do you prefer beginning WP/CS to possess? (Please check all that apply.)

Typewriting (automatic)	_____	Calculator	_____
Manual transcribing equip.	_____	Proportional-space typewriting	_____
Teletypewriter	_____	Language arts skills	_____
Telephone	_____	Dictating/recording equipment	_____
Shorthand (speed _____)	_____	Working with others	_____
Typewriting (electric):	_____	Other: _____	_____
speed _____ accuracy	_____	Other: _____	_____

6. Are you planning any revisions or additions to your training program? (Please explain.)

7. Of the total number of WP/CS indicated on Page 2, Question 6, please itemize the number who were initally trained in each category below.

a. High school . . . . . _____
b. College (or other post-secondary training) . . . . . _____
c. Previous work experience . . . . . _____
d. Your company's on-the-job training . . . . . _____
e. Information not available . . . . . _____
f. Other (Please specify) _____ _____
TOTAL . . . . . _____

8. What is full-time entry-level WP/CS salary per month? $_____
9. What is full-time entry-level Admin. Sec'y. salary per month? $_____

IV. WORD PROCESSING IN THE FUTURE (Please check all that apply in Questions 1 and 2 below.)

1. What changes do you anticipate for word processing personnel in the next five years?

No significant change . . . . . _____

Upgraded-skill requirements (due to specialization of work) _____

Lowered-skill requirements (due to technological advances of equipment) . . . . . _____

More job openings . . . . . _____

Fewer job openings . . . . . _____

Higher wages/salaries . . . . . _____

Lower wages/salaries . . . . . _____

Other (Please specify) _____ _____

2. What changes do you anticipate in the word processing industry in the next five years? (manufacturing, sales, technology, etc.)

No significant change . . . . . _____

Expansion of industry (Please explain.)_____ _____

Depression of industry (Please explain.)_____ _____

Other (Please explain.)_____ _____

3. What changes do you anticipate regarding WP in your own company? (Please explain.)

(DO NOT TEAR)

---

1. YES _____ I would like a copy of your completed study.
2. My mailing address is: M _____

_____

_____

3. NO _____ I would not like a copy of your completed study.
4. YES _____ I have enclosed a copy of my firm's WP/CS training manual.
5. Please mail this completed questionnaire to: Sandra S. Walker
   Robert Morris College
   Carthage, IL 62321
6. Please call 800/252-9151 should you have any questions.

APPENDIX D

LETTERS AND QUESTIONNAIRE TO POSTSECONDARY SCHOOLS

ROBERT MORRIS COLLEGE

College Avenue, Carthage, Illinois 62321
(217) 357-2121

July 28, 1980

Ladies & Gentlemen:

Do you agree with me that our goal as teachers is to educate students for today's business world?

As a graduate student at Western Illinois University and faculty member at Robert Morris College, I am doing a project which will help to further our mutual objective.

We all know that word processing is an emerging industry in today's society. It is, therefore, our responsibility as vocational educators to teach our students about this new field. My project, therefore, is to find out the status of word processing curricula in Illinois and as a by-product propose an introductory word processing course to RMC's Secretarial Certificate and/or Associate Degree Program.

To help me in this endeavour, I am compiling word processing course syllabi and college catalogs from selected Illinois schools to see what is already being done to teach word processing. In this way, I hope to find out what else needs to be done to better prepare students for the future.

Would you like to participate in this project to open up new career opportunities for Illinois vocational students? In order to help me adequately synthesize these materials, would you please fill out the enclosed questionnaire and return it with your school's course outlines and catalog by August 5, 1980. Your comments and contributions to this project are most important and will be much appreciated.

I will be most happy to send you a copy of the results if you wish. Should you have any questions, please call me toll free at 800/252-9151, Ext. 245.

Sincerely,

Sandra S Walker

Sandra S. Walker
Instructor and Placement Counselor

sab
enclosure

ROBERT MORRIS COLLEGE

College Avenue, Carthage, Illinois 62321
(217) 357-2121

September 15, 1980

Dear Business Teachers:

On July 28, 1980, a questionnaire was sent to you for completion. The questionnaire requested information regarding word processing curricula at your school.

Perhaps you did not receive that correspondence, or perhaps in the whirl of beginning a new school year you have inadvertently misplaced it.

Since I am anxious to hear from you (even if you do not have word processing curricula at your school yet) and to get a representative sample on which to base conclusions, I would very much appreciate your filling out and mailing the enclosed questionnaire.

I will be most happy to send you a copy of the completed study if you wish. Should you have any questions, please call me at 800/252-9151, Extension 245.

Sincerely,

Sandra S. Walker

Sandra S. Walker
Instructor and Placement Counselor

sab

Enclosure

ROBERT MORRIS COLLEGE

College Avenue, Carthage, Illinois 62321
(217) 357-2121

October 8, 1980

Dear Business Instructor

Yes, even though the response to the enclosed questionnaire has been good, I am still anxious to receive your completed form. You may be interested to know that as of October 6, 35 percent of your fellow business teachers in selected Illinois post-secondary schools have returned their completed questionnaires.

In order to have a valid representation of post-secondary school business instructors in this study, a much larger percent of return is needed. Won't you help me reach a higher pinnacle? You can do so by completing the form and returning it to me.

You can complete your questionnaire in such a very short time. May I hear from you immediately?

Sincerely

Sandra S. Walker

Sandra S. Walker
Instructor and Placement
Counselor

Enclosure

ROBERT MORRIS COLLEGE

College Avenue, Carthage, Illinois 62321
(217) 357-2121

November 12, 1980

Dear Educator:

There's no turning back now!

That's right! We're over the half-way point. In fact, we need only 38 more responses to the enclosed questionnaire.

I am sure you will want to be included in this study and counted with your fellow business educators in Illinois.

Please take just a few moments to fill out and return this short form while it is before you. I'll be happy to send you a copy of the completed results if you wish.

May I hear from you today.

Sincerely,

Sandra S Walker

Sandra S. Walker

sab

enclosure

QUESTIONNAIRE

FOR POST SECONDARY SCHOOLS

To Determine What Is Being Done to Train
Word Processors (Correspondence Secretaries)

I. Identification of School

1. School name _____
2. School address _____
3. School telephone _____
4. Name of person filling out this questionnaire _____
5. Title of position held _____
6. Yearly school enrollment _____
7. Yearly enrollment in business curriculum(s) _____
8. Have you enclosed your school catalog? _____

II. Word Processing Training at Your School

1. Do you offer a "word processing" course (curriculum/curricula)? _____

   a. If "No," do you incorporate word processing training as part of another course? _____; if so, what is the title of that course? length of training? syllabus enclosed? _____

   b. If "Yes," please list course title(s),* curriculum, yearly enrollment, and semester hours below:

	Course Title	Yearly Enroll.	Curriculum (Program)	Sem. Hrs.	Syllabus Enclosed?
Ex. 0)	Introduction to WP	80	Sec. Assoc. Degree	2	Yes
1)					
2)					
3)					
4)					

*If more than four courses, please list curricula only and number of semester hours of required word processing courses in each curriculum.

2. Do you use word processing equipment in any of these courses? _____
   If "Yes," in which courses?* (Please list by number above and make and model of equipment on table on next page.)

	Number of course (From above)	Equipment (make and model)
Ex.	0	IBM Correcting Selectric II

*If more than four courses, please list all equipment used in each curriculum

3. Why did you choose this specific equipment? (Please number in order of importance. Use "1" as the main reason, "2" next, etc.)

_____ Initial cost was low
_____ Operating cost would be low
_____ Service was readily available
_____ Recommended by someone outside of school
_____ Recommended by faculty and/or administration
_____ Impressed with demonstration
_____ Best suited needs of curriculum
_____ Other; please specify _____

4. Are you planning any revisions of or addition to your word processing training? If "Yes," please describe. _____

5. School year when first word processing training was adopted _____

6. Why did you adopt a word processing curriculum? (Please number in order of importance. Use "1" as the main reason, "2" next, etc.)

_____ Increase in number of jobs available to graduates
_____ Competition with other schools offering word processing
_____ Feasibility study and proposal
_____ Government monies available
_____ Initial and operating costs of curriculum offset by increased total revenue
_____ Other; please specify _____

7. What are your general objectives of your word processing course(s)/ curricula (if not listed on enclosed syllabi)?

8. How well satisfied are you with your word processing training program? (Please check one.)

_____ Extremely well satisfied
_____ Well satisfied, some expectations not met
_____ Incomplete satisfaction
_____ Important expectations not met
_____ Completely dissatisfied
_____ Unable to say at this time

NOTE: Individual replies will be held in strictest confidence. Only statistical summaries will be presented in this study.

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